Biennial Reports, 2009-2011
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California State University, Long Beach
College of Education and Affiliated Programs

Commission on Teacher Credentialing
Biennial Report
(For Institutions in the Red, Green, and Indigo Cohort Due Summer/Fall 2011)

Academic Years 2009-10 and 2010-11

Institution	California State University, Long Beach
Date report is submitted	Fall 2011
Program documented in this report	Multiple Subject Credential Program
Name of Program	Multiple Subject Credential Program
Credential awarded	Multiple Subject
Is this program offered at more than one site? No	
If yes, list all sites at which the program is offered	
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Name:	
Phone #	
E-mail	

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

PART I – Contextual Information

The Multiple Subject Credential Program (MSCP) is based in the Department of Teacher Education in the College of Education at California State University, Long Beach. The program prepares candidates to be credentialed in California for elementary and middle school instruction, grades K-8. The Multiple Subject Credential Program has four tracks:

- Track 1: Preliminary Multiple Subject Credential Program

- Track 2: Bilingual Cross-Cultural Language and Academic Development (BCLAD)

    Emphasis in Spanish and Asian Languages

- Track 3: Multiple Subject Internship

- Track 4: Integrated Teacher Education Program (ITEP)

The Multiple Subject program reflects the mission of the College of Education to prepare educators for life-long learning, professional growth and social responsibility. Program goals are consistent with the vision of the Department of Teacher Education: to prepare knowledgeable, caring, reflective and highly competent teachers who are advocates for children, adolescents and families. Its inquiry-and experience-based program promotes education equity and excellence in contemporary, inclusive urban classrooms.

Objectives of the program include the following:

- prepare entry level teachers according to SB 2042 Teacher Performance Expectations

- prepare entry level teachers to use technology effectively in order to enhance instruction

- promote social responsibility and child advocacy among K-8 teachers

- collaborate with K-8 educators in order to promote school improvement

The program design is a spiraled curriculum combining content knowledge, pedagogy, and fieldwork based on the California Standards for the Teaching Profession.   It guides candidates through practice and mastery of 13 Teaching Performance Expectations over time, resulting in competent developing professional educators and reflective practitioners.

Currently there are approximately 865 candidates enrolled in the program.

During 2007-2008 there were changes to the program resulting from the revision of signature assignments in each of the five pedagogy courses in order to align them with Student (Candidate) Learning Outcomes. Student Learning Outcomes are based upon the Teaching Performance Expectations described and mandated in SB2042. Prior to this change in 07-08, student learning outcomes were aligned with the broader set of six California Standards for the Teaching Profession (CSTP). The Teaching Performance Expectations are subsets of the CSTP and are described and defined in SB 2042. They are:

- **Outcome 1:** (TPE 1) Specific Pedagogical Skills for Subject Matter Instruction

- **Outcome 2:** (TPE 2) Monitoring Student Learning During Instruction

- **Outcome 3:** (TPE 3) Interpretation and Use of Assessments

- **Outcome 4:** (TPE 4) Making Content Accessible

- **Outcome 5:** (TPE 5) Student Engagement

- **Outcome 6:** (TPE 6) Developmentally Appropriate Teaching Practices

- **Outcome 7:** (TPE 7) Teaching English Learners

- **Outcome 8:** (TPE 8) Learning about Students

- **Outcome 9:** (TPE 9) Instructional Planning

- **Outcome 10:** (TPE 10) Instructional Time

- **Outcome 11:** (TPE 11) Social Environment

- **Outcome 12:** (TPE 12) Professional, Legal, and Ethical Obligations

- **Outcome 13:** (TPE 13) Professional Growth

Refer to Table 1 on the next page. This table outlines the student learning outcomes and signature assignments for the program as well as how these link to various college, state and national standards.

Table 1

Program Student Learning Outcomes and Relevant Standards

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6[1]	Outcome 7	Outcome 8	Outcome 9	Outcome 10	Outcome 11	Outcome 12	Outcome 13
SLOs	(TPE 1) Specific Pedagogical Skills for Subject Matter Instruction	(TPE 2) Monitoring Student Learning During Instruction	(TPE 3) Interpretation and Use of Assessments	(TPE 4) Making Content Accessible	(TPE 5) Student Engagement	(TPE 6) Develop-mentally Appropriate Teaching Practices	(TPE 7) Teaching English Learners	(TPE 8) Learning about Students	(TPE 9) Instructional Planning	(TPE 10) Instructional Time	(TPE 11) Social Environment	(TPE 12) Professional, Legal, and Ethical Obligations	(TPE 13) Professional Growth
Signature Assignments	Standards-based summative assessment, Science Lesson, TPA 1, TPA 2, TPA 3, TPA 4	Lesson plan, Standards-based summative assessment, TPA 3, TPA 4	Developmental spelling-writing assessment and instruction, Case study report, TPA 1, TPA 3, TPA 4	Science lesson, TPA 1, TPA 2, TPA 3, TPA 4	Developmental spelling-writing assessment and instruction, Case study report, TPA 3, TPA 4	Standards-based Summative Assessment	Standards-based summative assessment, TPA 1, TPA 2, TPA 3, TPA 4	Developmental spelling-writing assessment & instruction, TPA 2, TPA 3, TPA 4	Lesson Plan, TPA 1, TPA 2, TPA 3, TPA 4	Lesson Plan, TPA 3, TPA 4	Unit of study, pre & post test, Formative and summative assessment, TPA 3, TPA 4	Unit of study, pre & post test, Formative and summative assessment, TPA 3, TPA 4	Unit of study, pre & post test, Formative and summative assessment, TPA 3, TPA 4
State Standards	CSTP Understanding and Organizing Subject Matter for Student Learning	CSTP Assessing Student Learning	CSTP Assessing Student Learning	CSTP Engaging and Supporting All Students in Learning	CSTP Engaging and Supporting All Students in Learning	CSTP Engaging and Supporting All Students in Learning	CSTP Engaging and Supporting All Students in Learning	CSTP Planning Instruction and Designing Learning Experiences for All Students	CSTP Planning Instruction and Designing Learning Experiences for All Students	CSTP Creating and Maintaining Effective Environments for Student Learning	CSTP Creating and Maintaining Effective Environments for Student Learning	CSTP Developing as a Professional Educator	CSTP Developing as a Professional Educator
Conceptual Framework	Promotes Growth, Research and Evaluation	Promotes Growth	Service and Collaboration	Values Diversity	Promotes Growth	Promotes Growth	Values Diversity	Service and Collaboration	Promotes Growth	Promotes Growth	Promotes Growth	Prepares Leaders	Prepares Leaders
NCATE Elements	Professional Knowledge and Skills	Student Learning	Pedagogical Content Knowledge	Professional Knowledge and Skills	Professional Knowledge and Skills	Professional Knowledge and Skills	Professional Knowledge and Skills	Professional Knowledge and Skills	Professional Knowledge and Skills	Professional Knowledge and Skills	Professional Knowledge and Skills	Professional Dispositions	Professional Dispositions

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[1] Outcome 6 (TPE 6) was added to the assessment plan in 2009-2010.

Table 2

Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2010 and Fall 2011)

	Transition Point 1 Admission to Program					
	2009-2010			**2010-2011**		
	Applied	**Accepted**	**Matriculated**	**Applied**	**Accepted**	**Matriculated**
TOTAL	430	383	865[1]	319	286	474

Table 3

Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)[2]

	Transition Point 2 Advancement to Culminating Experience	
	2009-2010	**2010-2011**
Multiple Subject Student Teaching	319	395

Table 4

Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)

	Transition Point 3 Exit	
	2009-2010	**2010-2011**
Credential[3]	337	281

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[1]This figure reflects all candidates currently enrolled in the MSCP program. University data systems do not currently allow for the accurate identification of newly matriculated candidates without going through individual records.

[2]Data are reported Summer term through Spring term (e.g., Summer 2009-Spring 2010 for the 2009-10 academic year.)

[3] Data for Initial and Advanced Credential Programs reflects students who have filed for their credential with the Credential Office. These data generally include students who have completed the program one or more years prior to filing their credential request, particularly related to the advanced credential programs. Data are reported for Summer 2009 through Spring 2011.

Table 5

Faculty Profile 2009-2011[4]

Status	2009-2010	2010-2011
Full-time TT/Lecturer	26/26 (Fa/Sp)	15
Part-time Lecturer	36/39 (Fa/Sp)	28
Total:	62/65 (Fa/Sp)	43

Changes Since Last Accreditation Activity (Biennial Report, Program Assessment or Site Visit).

No changes since last Biennial Report.

PART II – Candidate Assessment/Performance and Program Effectiveness Information

a) What are the primary candidate assessment(s) the program uses up to and through recommending the candidate for a credential?

Key Assessment Overview

Candidate performance in the Multiple Subject Credential Program is assessed utilizing multiple measures that reflect that Student Learning Outcomes/Teaching Performance Expectations. Candidate performance was assessed utilizing the following measures:

- Signature Assignments

- Formative and Summative Student Teaching Evaluations

- Teaching Performance Assessment (CalTPA)

Signature Assignments

Signature assignments are implemented across the pedagogy courses (EDEL 442, EDEL 452, EDEL 462, EDEL 472, and SCED 475) that reflect specific Student Learning Outcomes/Teaching Performance Expectations. (Please see Table 6 for a guide to the specific SLO's/TPE's addressed in each signature assignment.) The assessments are standardized tasks across all sections of a particular course, implemented by the instructor, and uploaded and evaluated in an electronic portfolio database management system, TaskStream.   Each task is evaluated by the instructor of the course through the use of a standardized four-point rubric.

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[4] Figures include headcounts of individual faculty who taught in the program during the academic year. Faculty who teach in multiple programs are counted in each.

Evaluations of Student Teaching

Formative and summative evaluations of student teaching are conducted by University Supervisors and Master Teachers during the student teaching experience (EDEL 482). The formative evaluation tool reflects the California Standards for the Teaching Profession, addressed at the element level. The summative evaluation tool reflects data at the standard level only. Teaching Performance Expectations are embedded within the assessments and all TPE's are addressed. The evaluation tool utilizes a rubric scale of 1-5, which reflects the following descriptions of practice: Exceptional Beginning Practice, Proficient Beginning Practice, Developing Beginning Practice, Not Consistent (fails to achieve entry-level competency), and Not Observed (has not demonstrated this indicator sufficiently for assessment by the evaluator.) Mean scores below 3.0 on any subset on the formative evaluation from the 5 point rubric are considered an area of weakness in candidate performance. Data for this report were calculated as the aggregate mean score from the Master Teacher and University Supervisor on each standard or element. Aggregated data across each academic year are reported.

Teaching Performance Assessment

The Multiple Subject Credential Program utilizes the CalTPA assessment that requires credential candidates to demonstrate through their performance with K-8 students that they have mastered at a beginning teacher level the knowledge, skills, and abilities embodied in the 13 Teaching Performance Expectations. The four CalTPA tasks and when they are completed are described in Table 6. Candidates upload completed tasks into TaskStream. The tasks are blind-scored by calibrated assessors using a common scoring rubric. Tasks are scored on a 1-4 scale, with a score of 3 or 4 considered passing and a score of 1 or 2 not passing. Candidates must achieve passing scores of 3 or 4 on all four tasks.

The following table provides a description of each of the key assessments, their relative placement in the program, and the key SLO/TPE's being assessed.

Table 6

Candidate Assessments and Student Learning Outcomes

	Assessment	Student Learning Outcomes	Description of the Assignment
Signature Assignments	EDEL 442: Developmental Spelling-Writing Assessment and Instruction	• SLO 3: (TPE 3) Interpretation and Use of Assessments • SLO 4: (TPE 4) Making Content Accessible • SLO 7: (TPE 7) Teaching English Learners	Candidates conduct assessments of developmental spelling of two students (one ELL and one student with special learning challenges).
	EDEL 452: Case Study Report	• SLO 3: (TPE 3) Interpretation and Use of Assessments • SLO 5: (TPE 5) Student Engagement	Candidates write a case study report based on a variety of assessments that are conducted with a student.

	EDEL 462: Lesson Plan	- SLO 2: (TPE 2) Monitoring Student Learning During Instruction - SLO 9: (TPE 9) Instructional Planning - SLO 10: (TPE 10): Instructional Time	Candidates identify content standards at a specific grade level and write academic learning goals that are connected with these standards. Candidates prepare a written lesson plan including instructional strategies and assessments.
	EDEL 472: Standards-based summative assessment	- SLO 1: (TPE 1) Making Subject Matter Comprehensible to Students - SLO 2: (TPE 2) Monitoring Student Learning During Instruction - SLO 6: (TPE 6) Developmentally Appropriate Teaching Practices - SLO 7: (TPE 7) Teaching English Learners	Candidates develop a standards-based summative assessment for a complete instructional unit.
	SCED 475: Science Lesson	- SLO 1: (TPE 1) Making Subject Matter Comprehensible to Students - SLO 4: (TPE 4) Making Content Accessible	Candidates develop a standards-based science lesson in the 5E format.
Student Teaching Evaluations	Student Teaching Evaluations	SLO's/TPE's 1-13	Candidates demonstrate their knowledge and application of the California Standards for the Teaching Profession through formative and summative evaluations of the student teaching experience by University Supervisors and Master Teachers.

California Teaching Performance Assessments	EDEL 472: Teacher Performance Assessment #1: Subject Specific Pedagogy	• SLO's/TPE's 1, 3, 4, 6, 7, & 9	Candidates demonstrate their knowledge of the principles of content-specific and developmentally appropriate pedagogy by analyzing case studies and developing instructional strategies appropriate for English Learners and students with special needs.
	Teacher Performance Assessment #2: Designing Instruction	• SLO's/TPE's 1, 4, 6, 7, 8, 9, 13	Candidates demonstrate their ability to learn important details about a classroom of students, including English learners and students with special needs and to apply that knowledge to the design of appropriate instructional strategies.
	Student Teaching: Teacher Performance Assessment #3: Assessing Learning	• SLO's/TPE's 3, 6, 7, 8, 9, & 13	Candidates demonstrate their ability to select a unit of study, identify related learning goals, and plan standards-based, developmentally appropriate student assessment activities for a group of students.
	Student Teaching Teacher Performance Assessment #4: Culminating Teaching Experience Task	• SLO's 1-11 & 13 (TPE's 1-11 & 13)	Candidates demonstrate their ability to design a standards-based lesson for a class of students, implementing that lesson while making appropriate use of class time and instructional resources, meeting the differing needs of individuals within the class, and managing instruction and student interaction. Candidates will also assess student learning related to the lesson and analyze the overall strengths and weaknesses of the lesson implementation.

b) What additional information about candidate and program completer performance or program effectiveness is collected and analyzed that informs programmatic decision making?

Program Effectiveness Assessment Overview

The data sources used to examine program effectiveness were collected from two surveys, conducted annually by the CSU Chancellor's Office. Data from years 2006-07, 2007-08 and 2008-2009 reports are included. They are:

CSU Systemwide Survey of First-Year Teaching Graduates collected during 2007, 2008, and 2009

CSU Systemwide Survey of Employment Supervisors of the Program's First Year Teaching Graduates as evaluated in 2007, 2008, and 2009

The Chancellor's Office provides data from these surveys to each campus, and these data have been summarized in Tables 17-22.
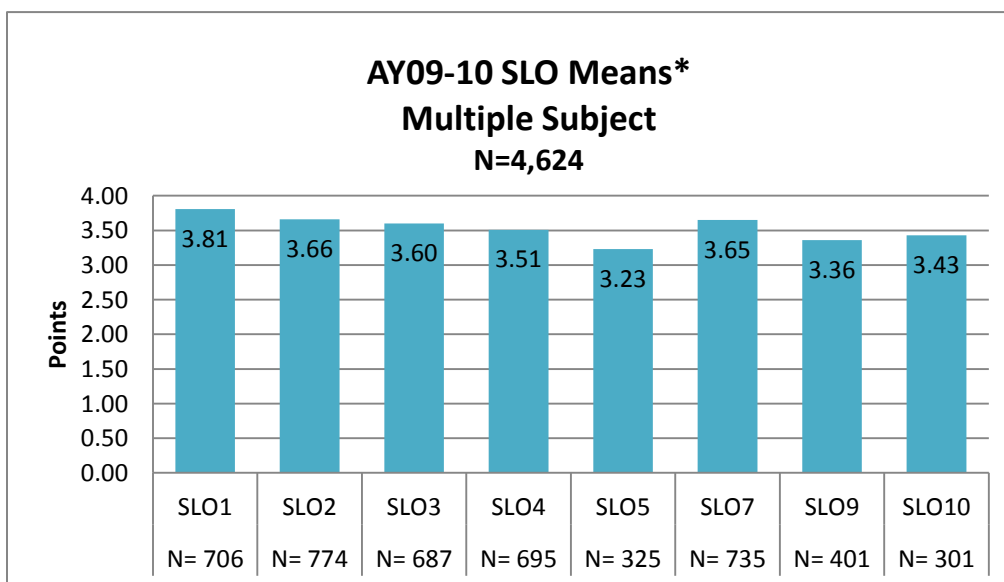
c) Include aggregated data from 4-6 instruments that were described in (a) and (b).

The following tables present the aggregated student performance data from the assessments outlined above. Areas of concern to be discussed later are highlighted in yellow.

2009-10 Student Learning Data

Figure 1

Student Learning Outcome Means in Multiple Subject, 2009-2010 Based on Signature Assignments

AY09-10 SLO Means*
Multiple Subject
N=4,624

	SLO1	SLO2	SLO3	SLO4	SLO5	SLO7	SLO9	SLO10
Points	3.81	3.66	3.60	3.51	3.23	3.65	3.36	3.43
	N= 706	N= 774	N= 687	N= 695	N= 325	N= 735	N= 401	N= 301

*SLO mean is the weighted average between courses

Outcome 1: (TPE 1) Specific Pedagogical Skills for Subject Matter Instruction
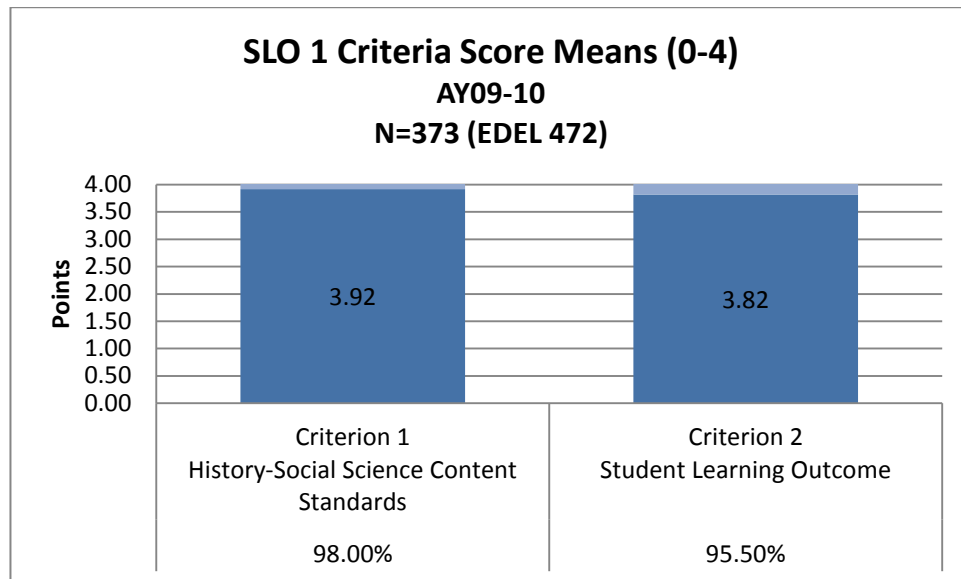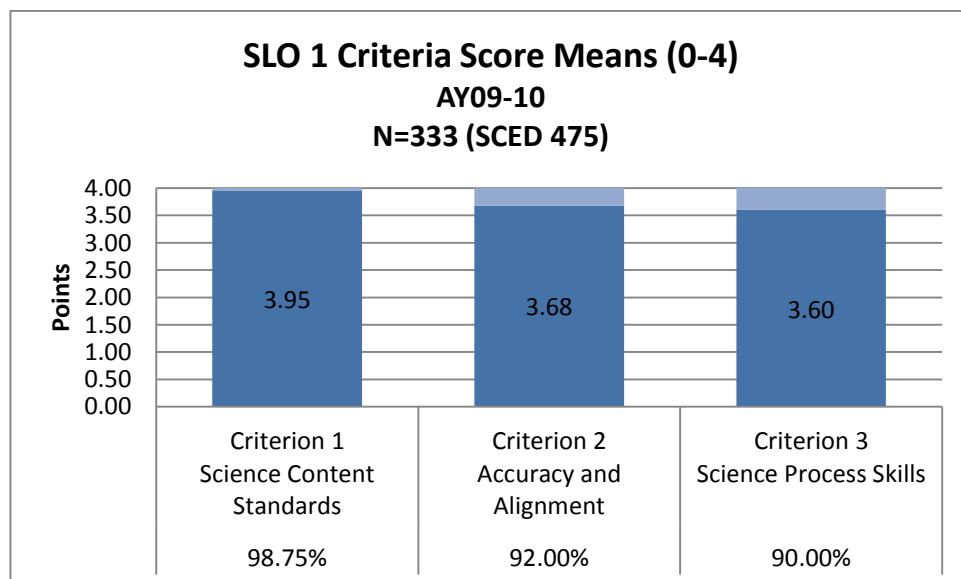
Figure 2

Multiple Subject AY09-10 Criteria Means-SLO 1

SLO 1 Criteria Score Means (0-4)
AY09-10
N=373 (EDEL 472)

	Criterion 1 History-Social Science Content Standards	Criterion 2 Student Learning Outcome
Points	3.92	3.82
	98.00%	95.50%

Figure 3

Multiple Subject AY09-10 Criteria Means-SLO 1

SLO 1 Criteria Score Means (0-4)
AY09-10
N=333 (SCED 475)

	Criterion 1 Science Content Standards	Criterion 2 Accuracy and Alignment	Criterion 3 Science Process Skills
Points	3.95	3.68	3.60
	98.75%	92.00%	90.00%

Outcome 2: (TPE 2) Monitoring Student Learning During Instruction

Figure 4

Multiple Subject AY09-10 Criterion 3 Mean-SLO 2

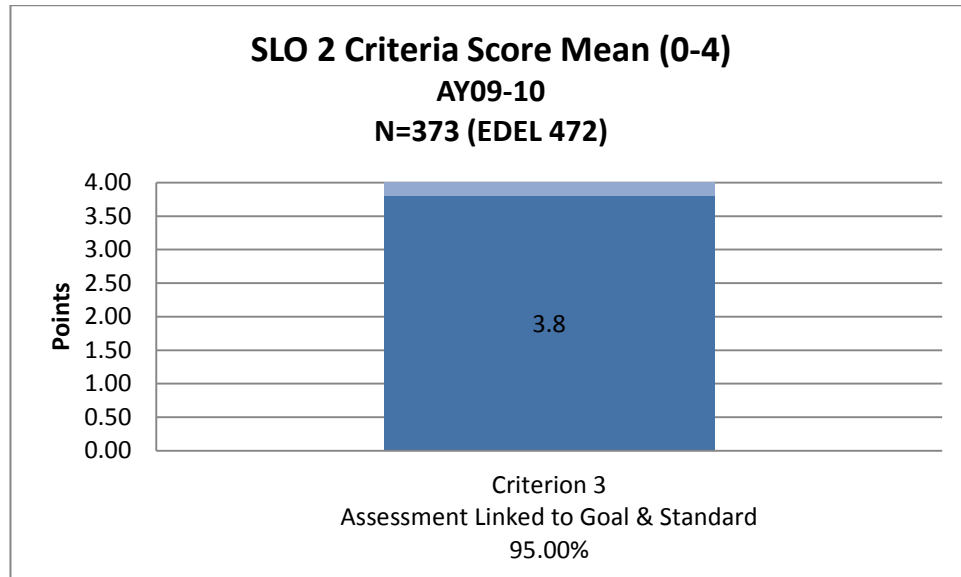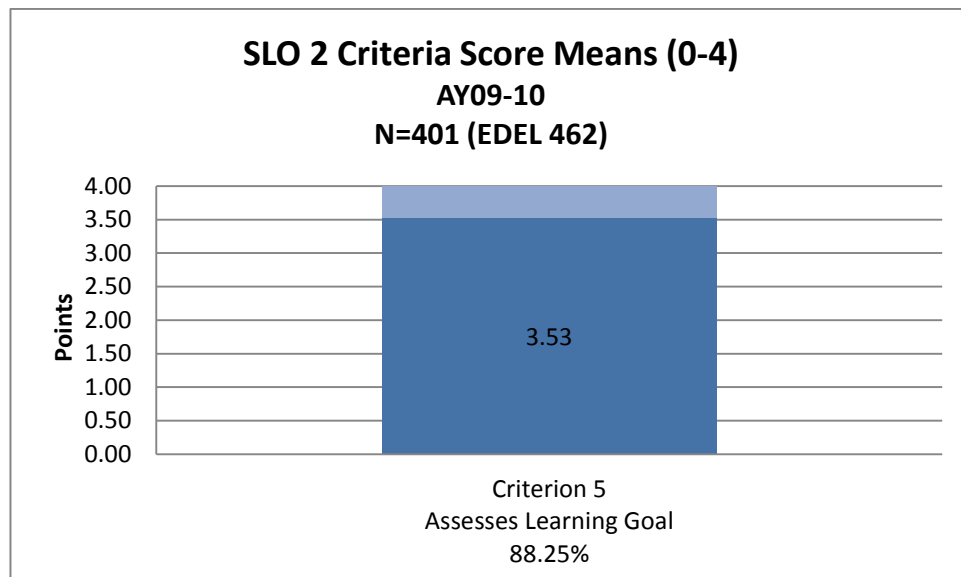**SLO 2 Criteria Score Mean (0-4)**
AY09-10
N=373 (EDEL 472)

Criterion 3
Assessment Linked to Goal & Standard
95.00%

Figure 5

Multiple Subject AY09-10 Criterion 5 Mean-SLO 2

SLO 2 Criteria Score Means (0-4)
AY09-10
N=401 (EDEL 462)

Criterion 5
Assesses Learning Goal
88.25%

Outcome 3: (TPE 3) Interpretation and Use of Assessments

Figure 6

Multiple Subject AY09-10 Criteria Means-SLO 3

SLO 3 Criteria Score Means (0-4)
AY09-10
N=362 (EDEL 442)

Criterion 1 Formative Assessment	Criterion 2 Summative Assessment
3.58	3.64
89.50%	91.00%
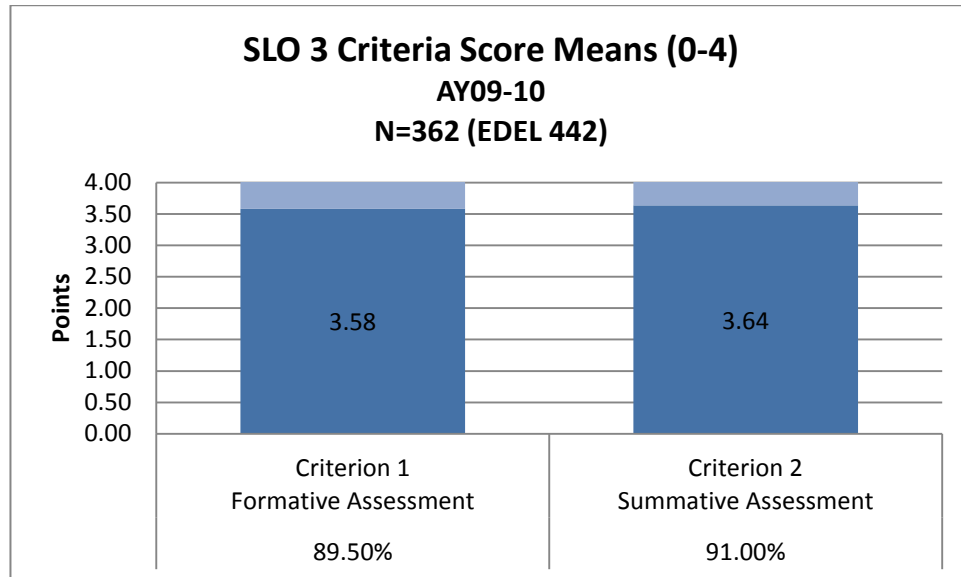
Figure 7

Multiple Subject AY09-10 Criteria Means-SLO 3

SLO 3 Criteria Score Means (0-4)
AY09-10
N=325 (EDEL 452)

Criterion 1 Description of Background Info	Criterion 2 Id of Reading Strengths	Criterion 3 Id of Reading Needs
3.62	3.65	3.54
90.50%	91.25%	88.50%
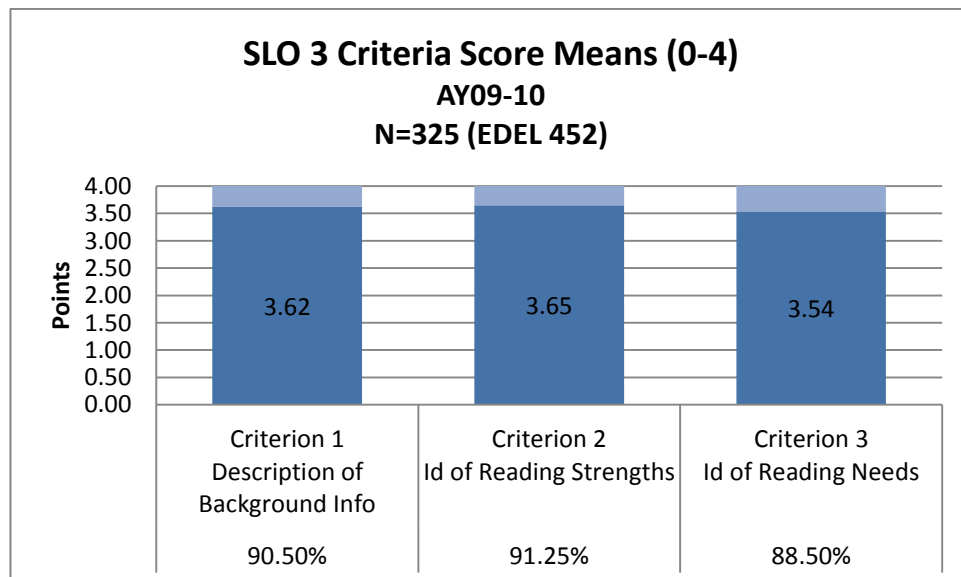
Outcome 4: (TPE 4) Making Content Accessible

Figure 8

Multiple Subject AY09-10 Criteria Means-SLO 4

SLO 4 Criteria Score Means (0-4)
AY09-10
N=362 (EDEL 442)
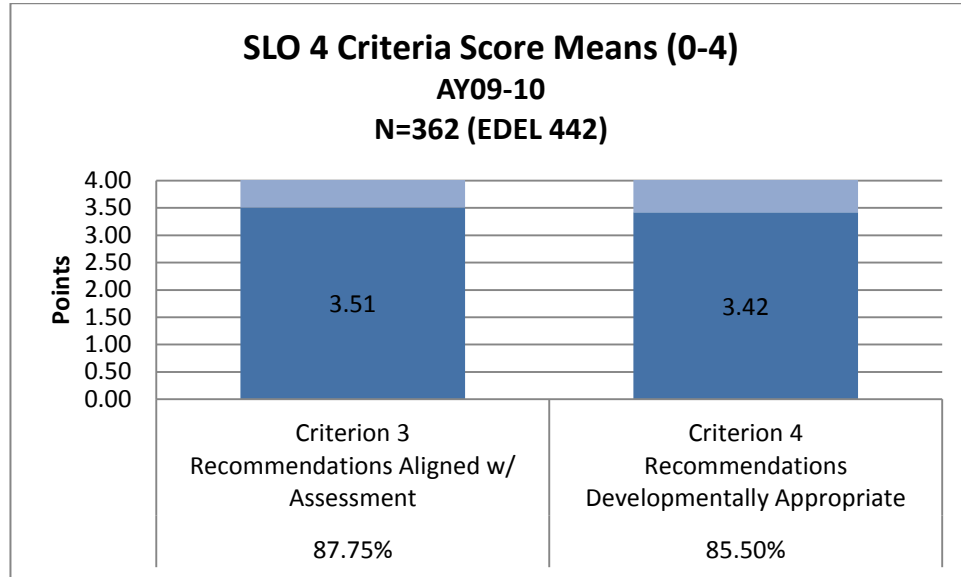
Figure 9

Multiple Subject AY09-10 Criteria Means-SLO 4

SLO 4 Criteria Score Means (0-4)
AY09-10
N=333 (SCED 475)
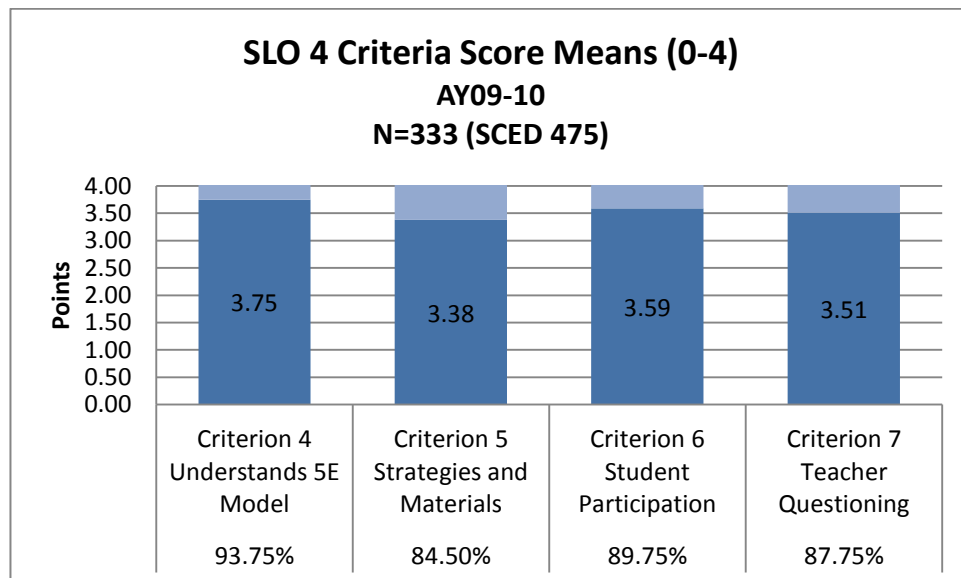
Outcome 5: (TPE 5) Student Engagement

Figure 10

Multiple Subject AY09-10 Criteria Means-SLO 5

SLO 5 Criteria Score Means (0-4)
AY09-10
N=325 (EDEL 425)

	Criterion 4 Id Reading Content Standards	Criterion 5 Description of Strategies & Materials	Criterion 6 Description of Student
Mean	3.26	3.38	3.05
	81.50%	84.50%	76.25%
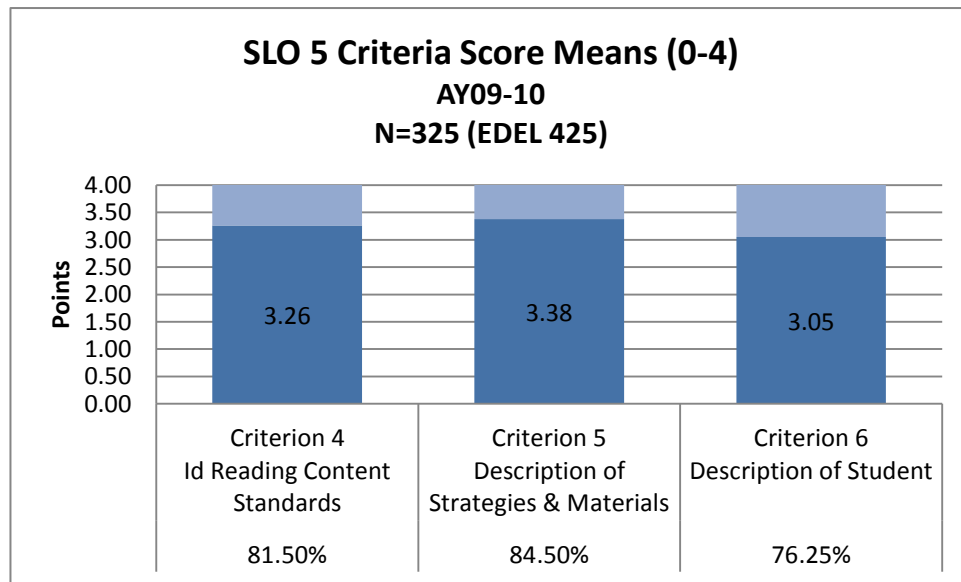
Outcome 7: (TPE 7) Teaching English Learners

Figure 11

Multiple Subject AY09-10 Criteria Means-SLO 7

SLO 7 Criteria Score Means (0-4)
AY09-10
N=362 (EDEL 442)

	Criterion 5 Differentiated Adaptations	Criterion 6 Reflection
Mean	3.57	3.55
	89.25%	88.75%
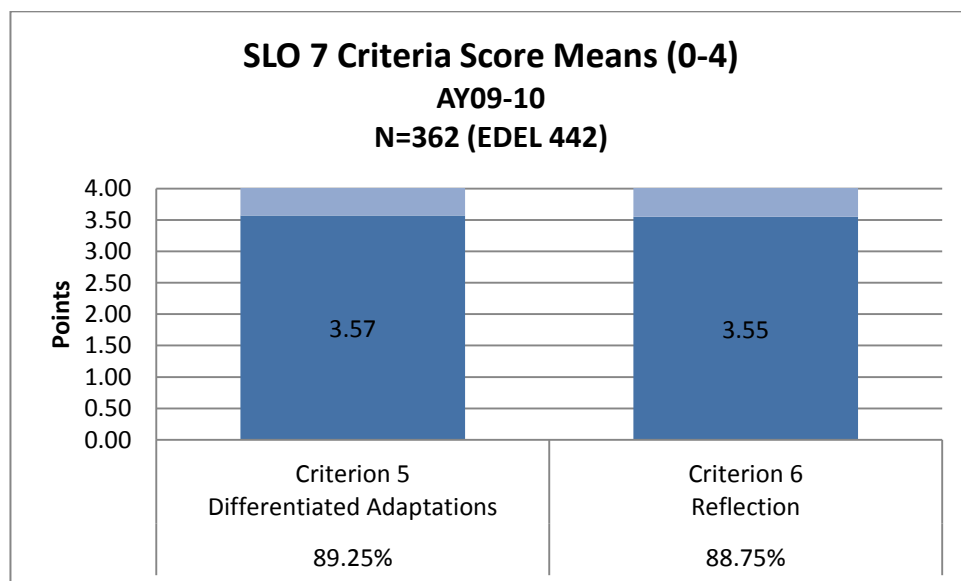
Figure 12

Multiple Subject AY09-10 Criteria Means-SLO 7

SLO 7 Criteria Score Means (0-4)
AY09-10
N=373 (EDEL 472)

	Criterion 4 Assessment	Criterion 5 Criteria to Evaluate	Criterion 6 Adaptations to Assessment
Mean	3.69	3.75	3.76
	92.25%	93.75%	94.00%
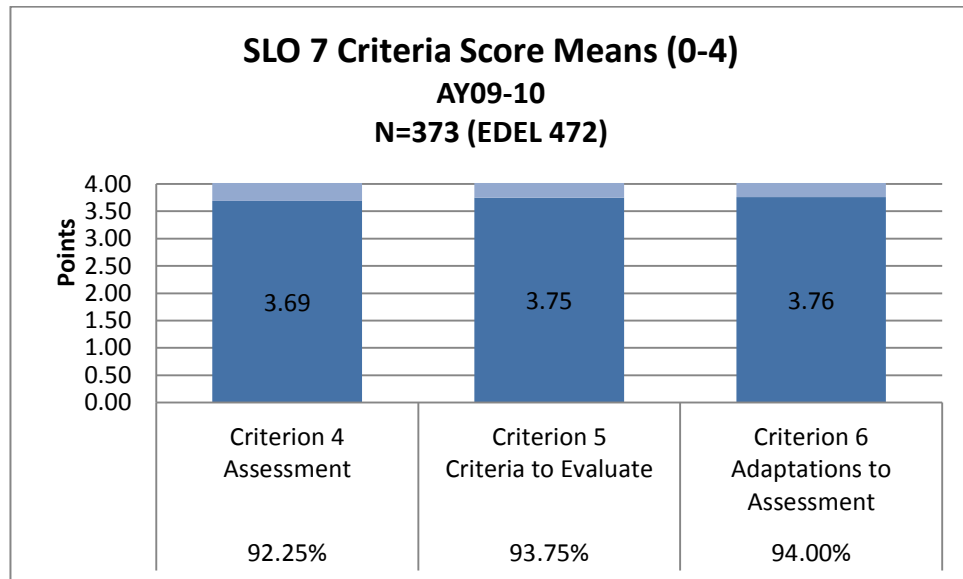
Outcome 9: (TPE 9) Instructional Planning

Figure 13

Multiple Subject AY09-10 Criteria Means-SLO 9

SLO 9 Criteria Score Means (0-4)
AY09-10
N=401 (EDEL 462)

	Criterion 1 Selection of Math Content Standards	Criterion 2 Academic Learning Goals
Mean	3.79	3.46
	94.75%	86.50%
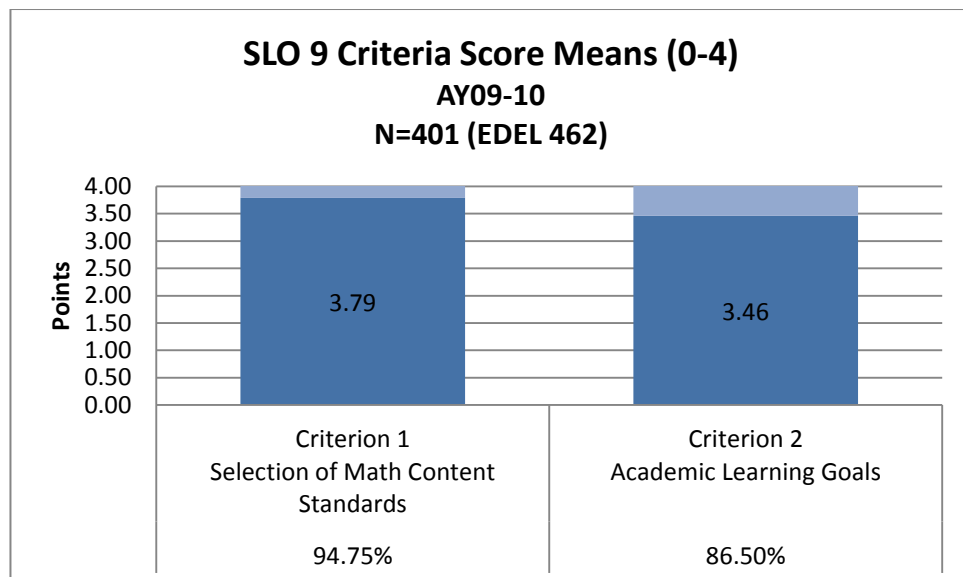
Outcome 10: (TPE 10) Instructional Time

Figure 14

Multiple Subject AY09-10 Criteria Means-SLO 10

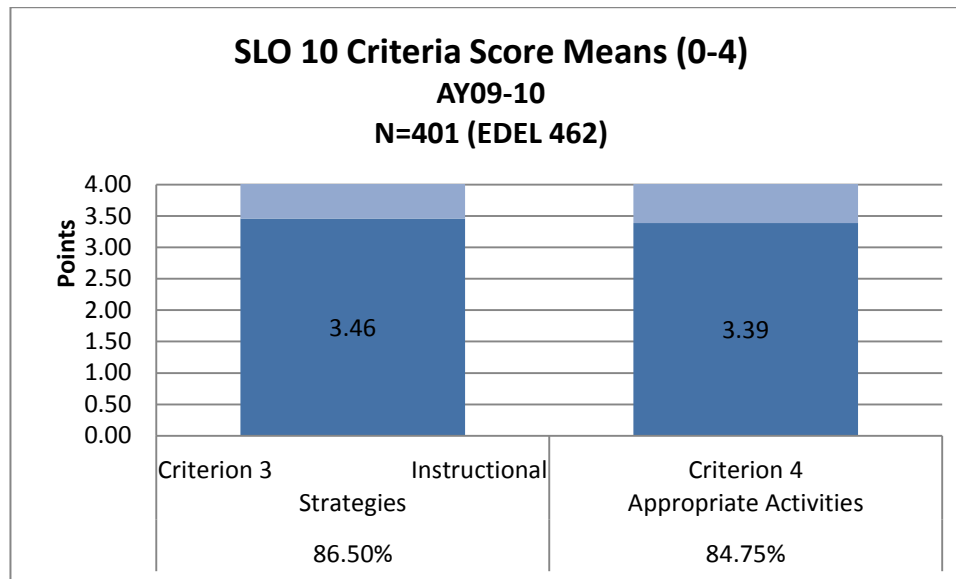**Table 7**

Formative Student Teaching Evaluations, Mean Scores on CSTP Standards Fall 2009 Final Assignment

Fall 2009							
CSTP 1	**1.1**	**1.2**	**1.3**	**1.4**	**1.5**		
Engaging & Supporting All Students in Learning	4.41	4.26	4.26	4.27	3.66		
CSTP 2	**2.1**	**2.2**	**2.3**	**2.4**	**2.5**	**2.6**	
Creating & Maintaining an Effective Environment	4.19	4.56	4.46	4.45	4.30	4.23	
CSTP 3	**3.1**	**3.2**	**3.3**	**3.4**	**3.5**	**3.6**	
Understanding & Organizing Subject Matter Knowledge	4.48	4.38	3.84	4.36	4.25		
CSTP 4	**4.1**	**4.2**	**4.3**	**4.4**	**4.5**	**4.6**	
Planning Instruction & Designing Learning Experiences	4.18	4.48	4.28	3.81	3.78	3.66	
CSTP 5	**5.1**	**5.2**	**5.3**	**5.4**	**5.5**	**5.6**	
Assessing Student Learning	4.34	4.18	3.66	3.98	3.37	2.66	
CSTP 6	**6.1**	**6.2**	**6.3**	**6.4**	**6.5**	**6.6**	**6.7**
Developing as a Professional Educator	4.75	4.78	4.86	4.85	4.56	4.82	4.84

Table 8

Formative Student Teaching Evaluations, Mean Scores on CSTP Standards Spring 2010 Final Assignment

Spring 2010							
CSTP 1 Engaging & Supporting All Students in Learning	**1.1** 4.35	**1.2** 4.09	**1.3** 4.18	**1.4** 4.22	**1.5** 4.02		
CSTP 2 Creating & Maintaining an Effective Environment	**2.1** 4.17	**2.2** 4.46	**2.3** 4.23	**2.4** 4.30	**2.5** 4.21	**2.6** 3.96	
CSTP 3 Understanding & Organizing Subject Matter Knowledge	**3.1** 4.35	**3.2** 4.38	**3.3** 3.43	**3.4** 4.32	**3.5** 3.91	**3.6**	
CSTP 4 Planning Instruction & Designing Learning Experiences	**4.1** 4.25	**4.2** 4.38	**4.3** 4.22	**4.4** 3.49	**4.5** 3.87	**4.6** 3.82	
CSTP 5 Assessing Student Learning	**5.1** 4.23	**5.2** 4.01	**5.3** 3.86	**5.4** 3.87	**5.5** 3.30	**5.6** 2.53	
CSTP 6 Developing as a Professional Educator	**6.1** 4.57	**6.2** 4.52	**6.3** 4.58	**6.4** 4.60	**6.5** 4.40	**6.6** 4.60	**6.7** 4.57

Table 9

Summative Student Teaching Evaluations, Mean Scores on CSTP Standards 2009-2010 Final Assignment

	Fall 2009	Spring 2010
CSTP 1 Engaging & Supporting All Students in Learning	**3.90**	**3.87**
CSTP 2 Creating & Maintaining an Effective Environment	**3.90**	**3.85**
CSTP 3 Understanding & Organizing Subject Matter Knowledge	**3.90**	**3.87**
CSTP 4 Planning Instruction & Designing Learning Experiences	**3.82**	**3.91**
CSTP 5 Assessing Student Learning	**3.80**	**3.84**
CSTP 6 Developing as a Professional Educator	**3.94**	**3.90**
Demonstrates Overall Effective Teaching	**3.91**	**3.90**

Table 10

Teaching Performance Assessment Data Fall 09 through Spring 10

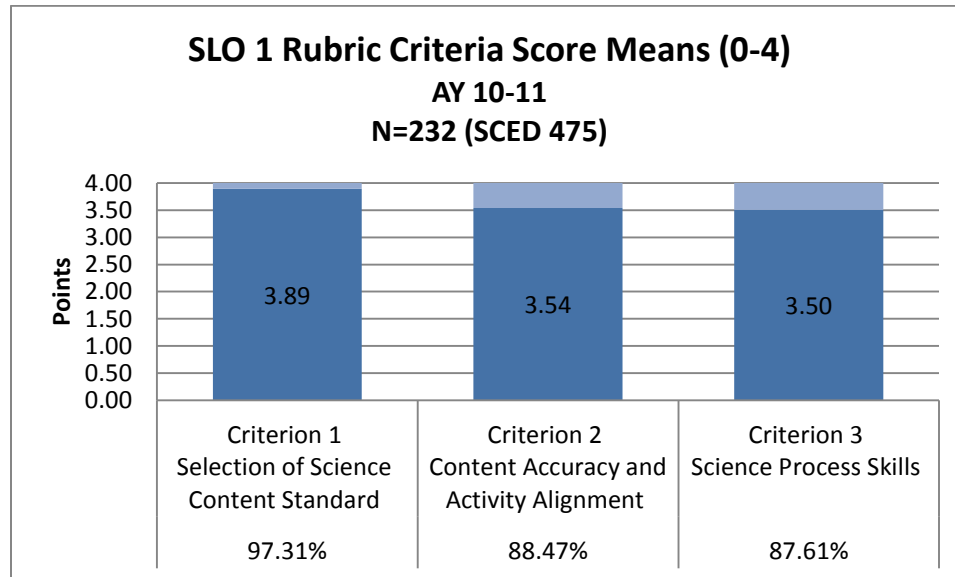| CalTPA Task	N	Percent passing
1	349	96.2%
2	358	82.4%
3	223	90.5%
4	223	96.8%

2010-11 Student Learning Data

Figure 15

Student Learning Outcome Means in Multiple Subject, 2010-2011 Based on Signature Assignments
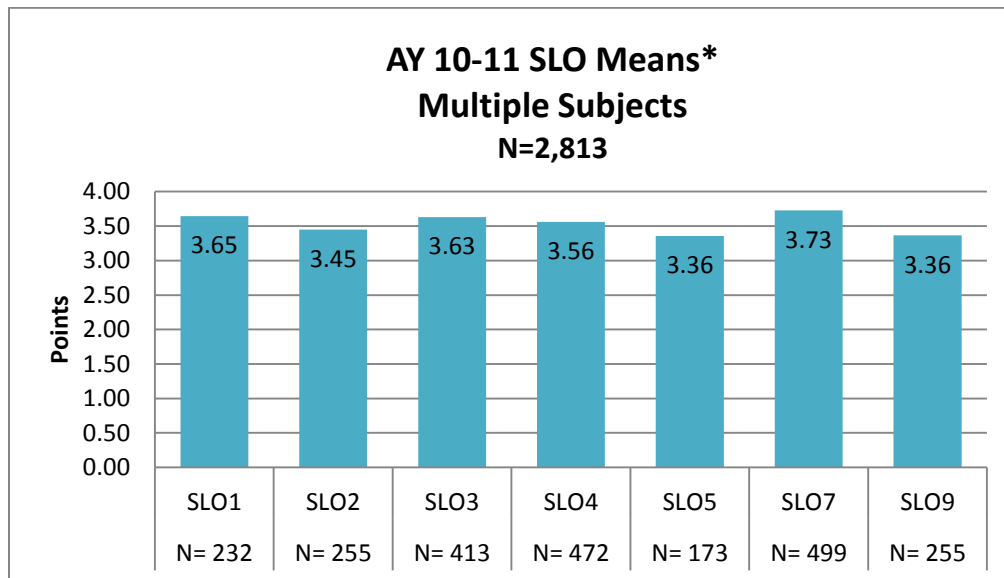
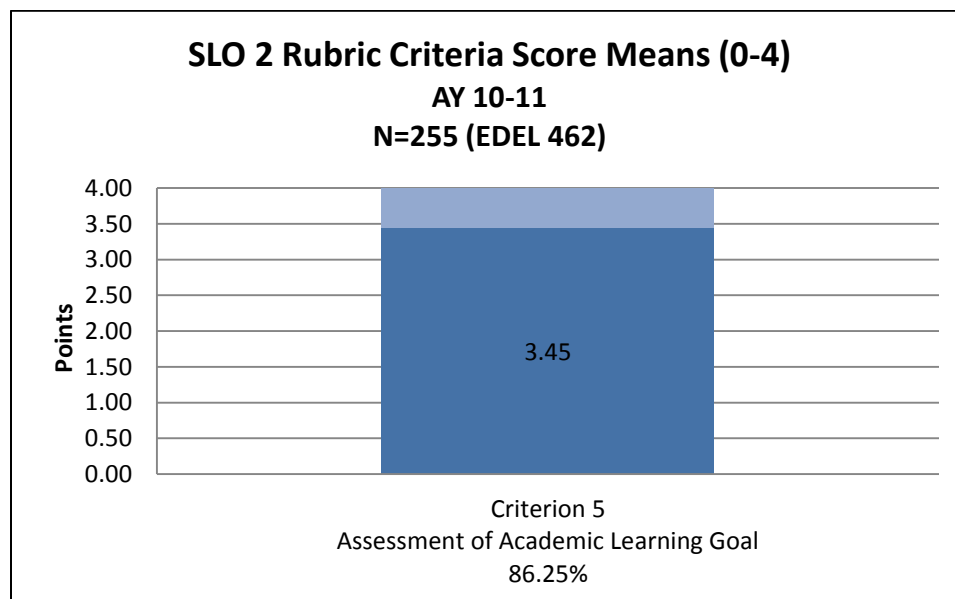**Outcome 1:** (TPE 1) Specific Pedagogical Skills for Subject Matter Instruction

Figure 16

Multiple Subject AY10-11 Criteria Means-SLO 1

SLO 1 Rubric Criteria Score Means (0-4)
AY 10-11
N=232 (SCED 475)

Criterion	Mean	Percentage
Criterion 1 Selection of Science Content Standard	3.89	97.31%
Criterion 2 Content Accuracy and Activity Alignment	3.54	88.47%
Criterion 3 Science Process Skills	3.50	87.61%

Outcome 2: (TPE 2) Monitoring Student Learning During Instruction

Figure 17

Multiple Subject AY10-11 Criterion 5 Mean-SLO 2

SLO 2 Rubric Criteria Score Means (0-4)
AY 10-11
N=255 (EDEL 462)

Criterion	Mean	Percentage
Criterion 5 Assessment of Academic Learning Goal	3.45	86.25%

Outcome 3: (TPE 3) Interpretation and Use of Assessments

Figure 18

Multiple Subject AY10-11 Criterion 1 Mean-SLO 3

SLO 3 Rubric Criteria Score Means (0-4)
AY 10-11
N=240 (EDEL 442)

Criterion 1
Formative and Summative Assessment
91.00%
(3.64)
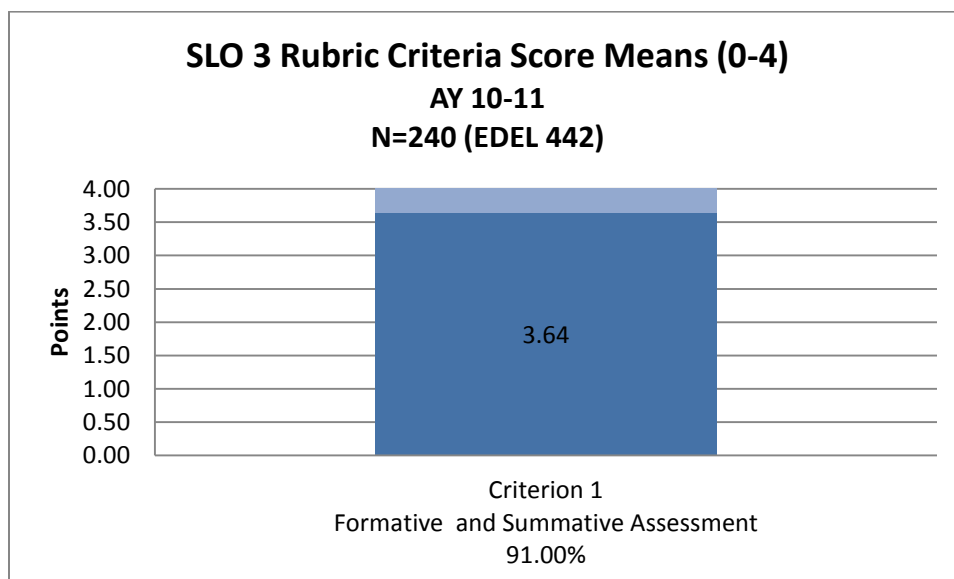
Figure 19

Multiple Subject AY10-11 Criteria Means-SLO 3

SLO 3 Rubric Criteria Score Means (0-4)
AY 10-11
N=173 (EDEL 452)

Criterion 1 Description of Background Information	Criterion 2 Identification of Reading Strengths	Criterion 3 Identification of Reading Needs
3.50	3.74	3.62
87.43%	93.50%	90.46%
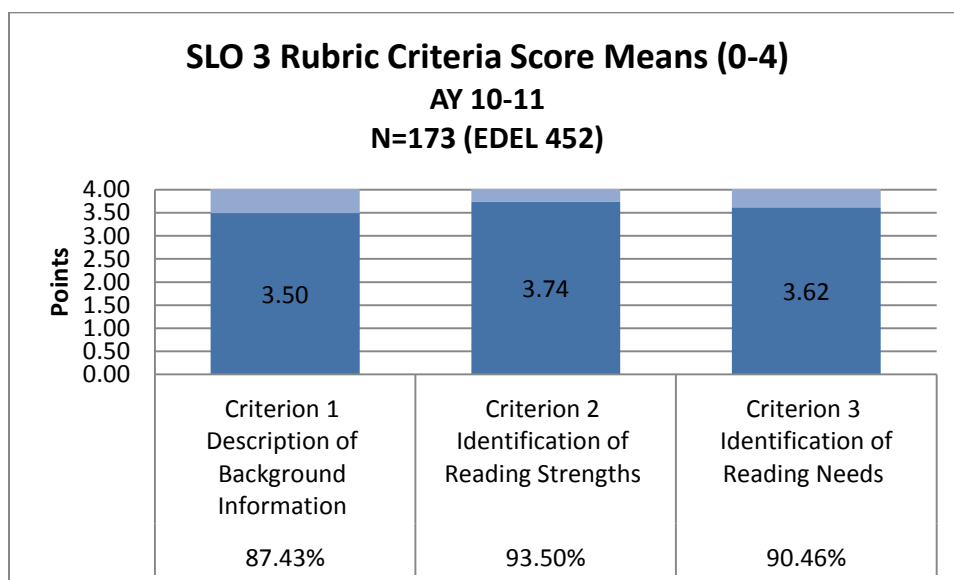
Outcome 4: (TPE 4) Making Content Accessible

Figure 20

Multiple Subject AY10-11 Criterion 2 Mean-SLO 4

SLO 4 Rubric Criteria Score Means (0-4)
AY 10-11
N=240 (EDEL 442)

Criterion 2
Recommended strategies and activities
87.75%
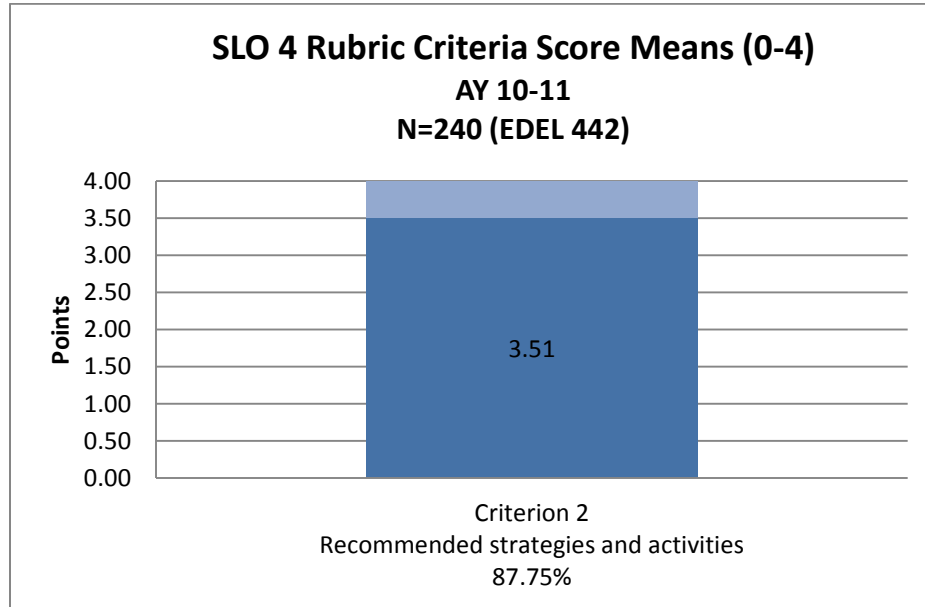
Figure 21

Multiple Subject AY10-11 Criteria Means-SLO 4

SLO 4 Rubric Criteria Score Means (0-4)
AY 10-11
N=232 (SCED 475)

Criterion 4 Understanding and Use of the 5E Model	Criterion 5 Instructional Strategies and Materials	Criterion 6 Level of Student Participation	Criterion 7 Teacher Questioning to Monitor Student Progress
3.68	3.54	3.61	3.63
92.00%	88.58%	90.19%	90.73%
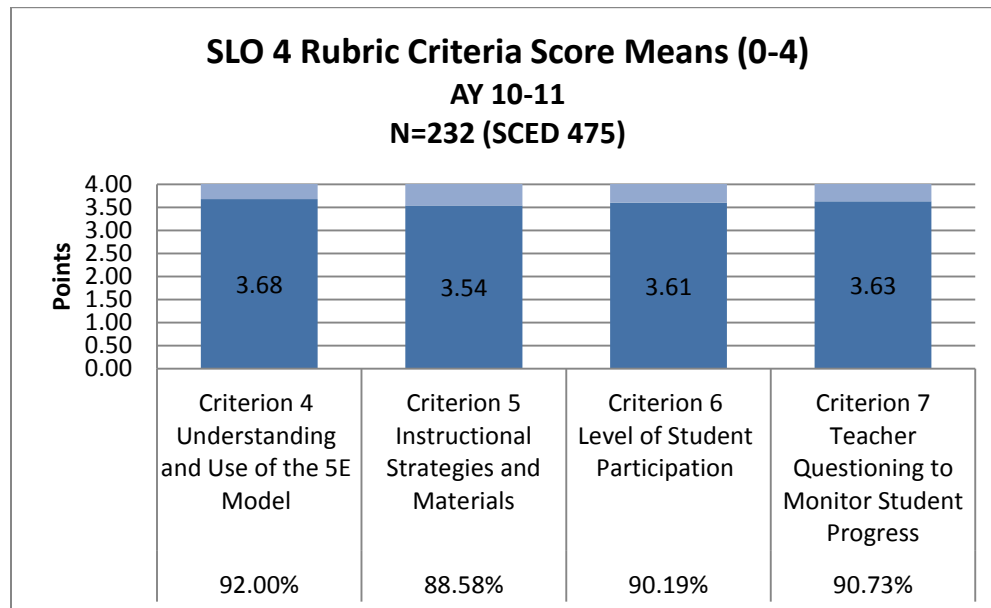
Outcome 5: (TPE 5) Student Engagement

Figure 22

Multiple Subject AY10-11 Criteria Means-SLO 5

SLO 5 Rubric Criteria Score Means (0-4)
AY 10-11
N=173 (EDEL 452)

	Criterion 4 Identification of Reading Content Standards	Criterion 5 Description of Instructional Strategies and Materials	Criterion 6 Description of Student Participation and of Monitoring Student Progress
Points	3.36	3.57	3.20
	83.96%	89.16%	80.06%
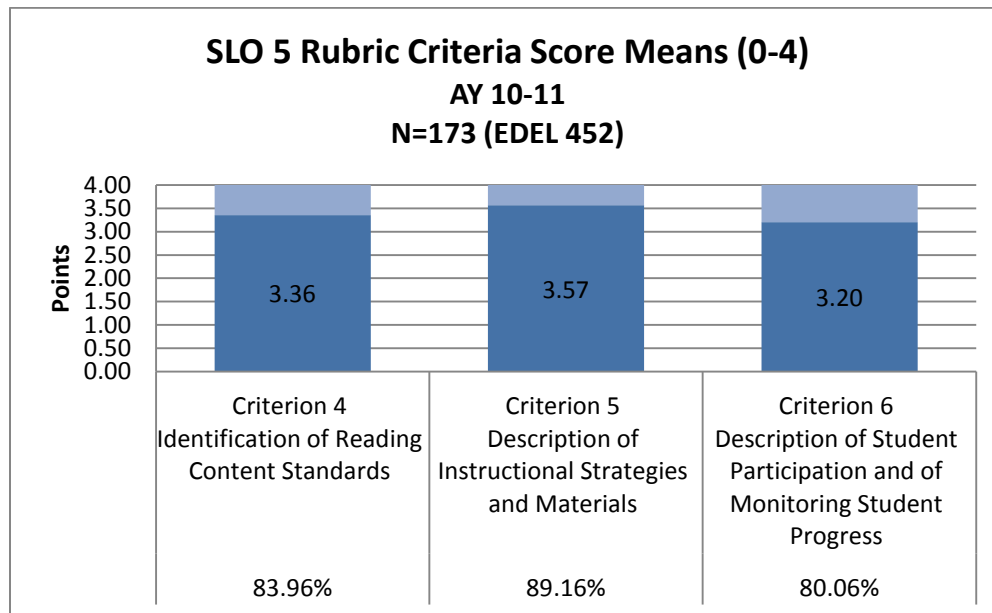
Outcome 6: (TPE 6) Developmentally Appropriate Teaching Practices

Figure 23

Multiple Subject AY10-11 Criterion 2 Mean-SLO 6

SLO 6 Rubric Criteria Score Means (0-4)
AY 10-11
N=259 (EDEL 472)

	Criterion 2 Assessment Instructions as Presented to the Students
Points	3.85
	96.25%
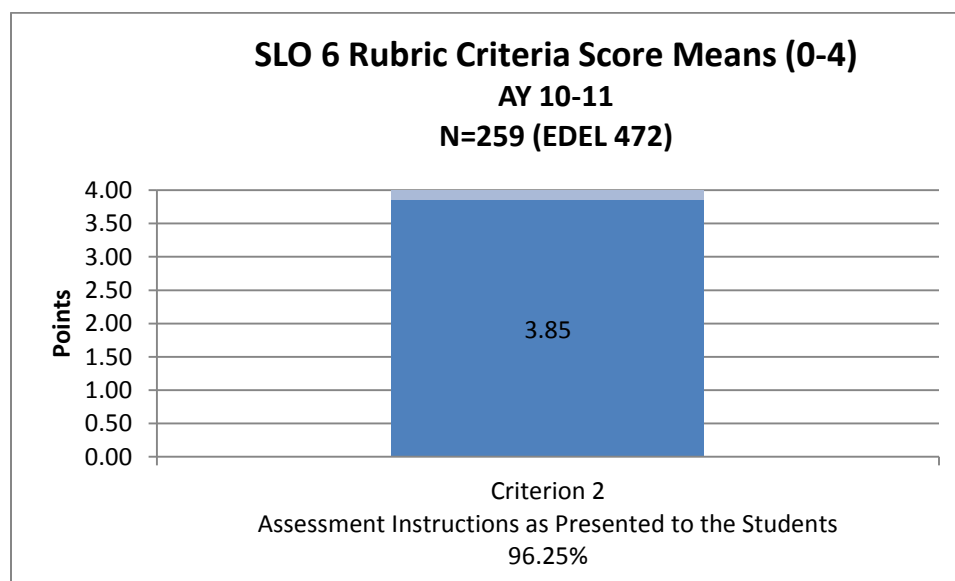
Outcome 7: (TPE 7) Teaching English Learners

Figure 24

Multiple Subject AY10-11 Criterion 3 Mean-SLO 7

SLO 7 Rubric Criteria Score Means (0-4)
AY 10-11
N=240 (EDEL 442)

Criterion 3
Reflection Demonstrates Insight and Understanding of Using Differentiation
89.25%

(Points — 3.57)
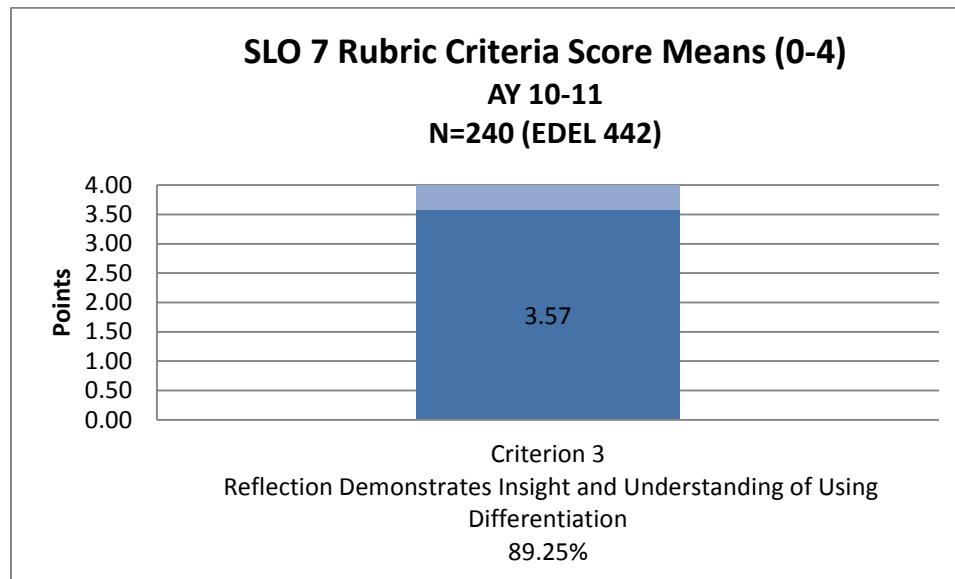
Figure 25

Multiple Subject AY10-11 Criterion 2 Mean-SLO 7

SLO 7 Rubric Criteria Score Means (0-4)
AY 10-11
N=259 (EDEL 472)

Criterion 2
Adaptations to the Assessment Plan to Meet Students' Special Needs
95.50%

(Points — 3.82)
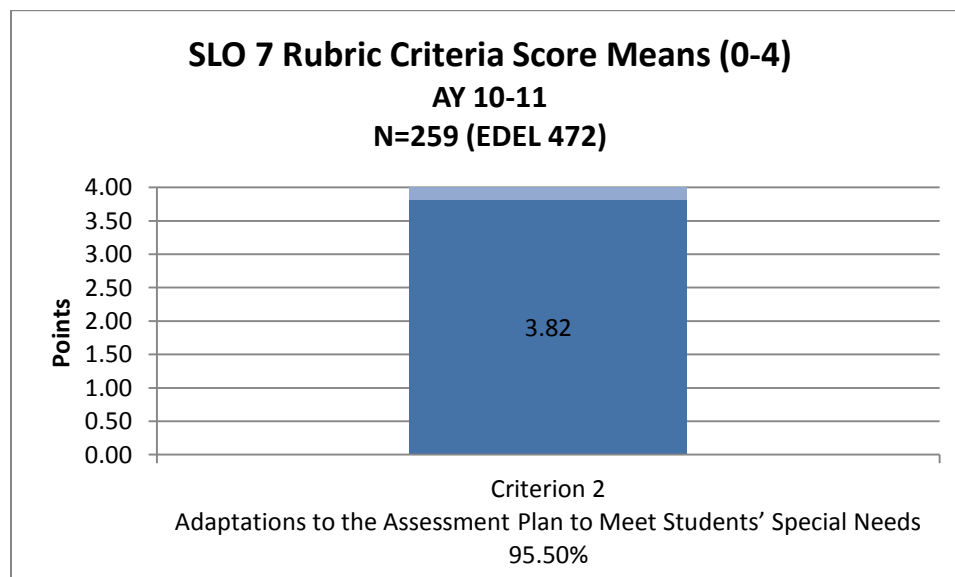
Outcome 8: (TPE 8) Learning about Students

Figure 26

Multiple Subject AY10-11 Criterion 2 Mean-SLO 8

SLO 8 Rubric Criteria Score Means (0-4)
AY 10-11
N=255 (EDEl 462)

Points

4.00	
3.50	
3.00	
2.50	
2.00	
1.50	3.33
1.00	
0.50	
0.00	

Criterion 2
Student Academic Learning Goal(s)
83.25%
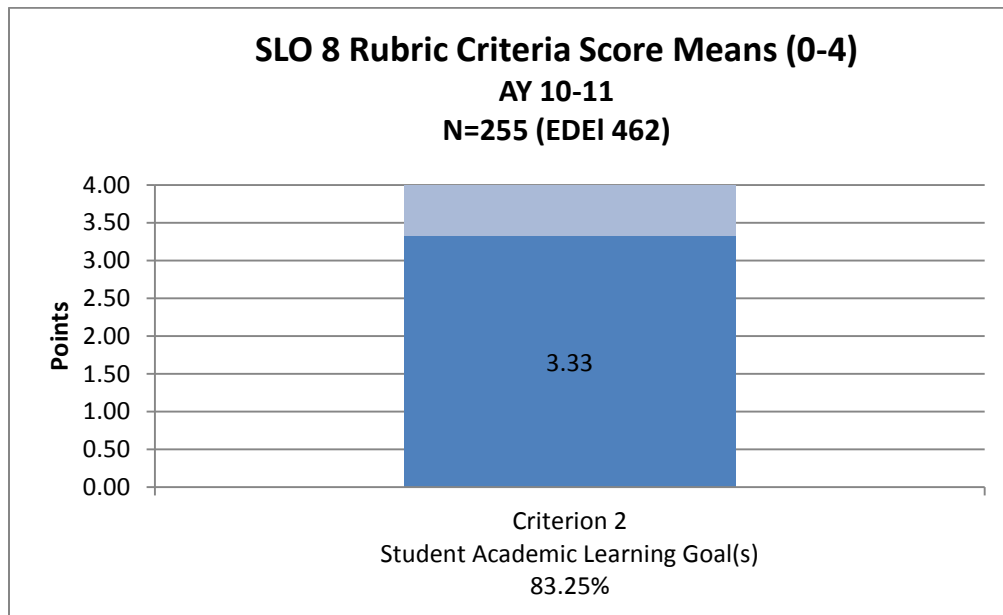
Outcome 9: (TPE 9) Instructional Planning

Figure 27

Multiple Subject AY10-11 Criterion 2 Mean-SLO 9

SLO 9 Rubric Criteria Score Means (0-4)
AY 10-11
N=255 (EDEL 462)

Points

4.00	
3.50	
3.00	
2.50	
2.00	
1.50	3.36
1.00	
0.50	
0.00	

Criterion 2
Instructional Strategies and Learning Activities
84.00%
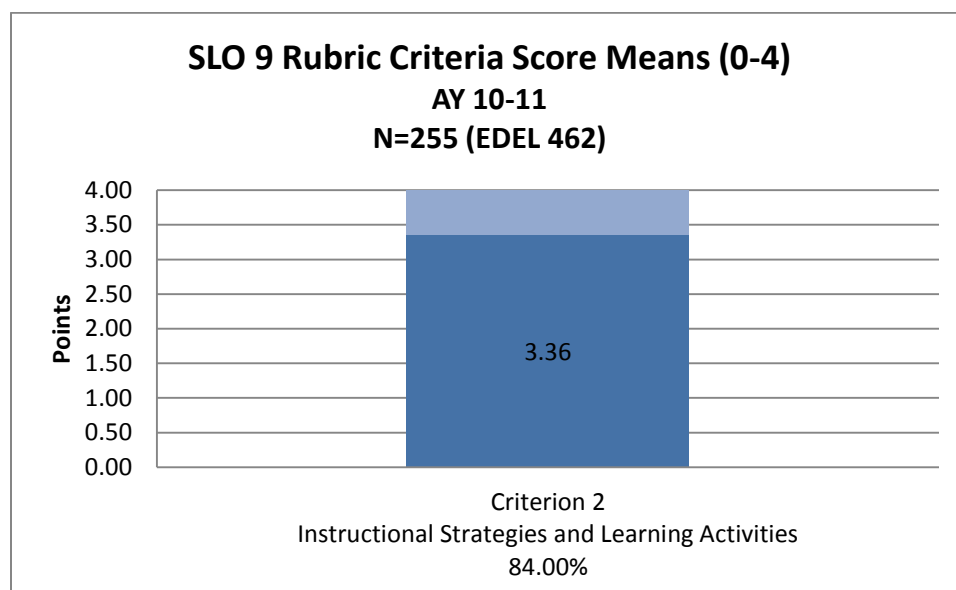
Table 11

Formative Student Teaching Evaluations by University Supervisor, Mean Scores on CSTP Standards Fall 2010 Final Assignment (Scale 1-5)

Fall 2009							
CSTP 1	**1.1**	**1.2**	**1.3**	**1.4**	**1.5**		
Engaging & Supporting All Students in Learning	4.35	4.09	4.18	4.22	4.02		
CSTP 2	**2.1**	**2.2**	**2.3**	**2.4**	**2.5**	**2.6**	
Creating & Maintaining an Effective Environment	4.17	4.46	4.23	4.30	4.52	4.58	
CSTP 3	**3.1**	**3.2**	**3.3**	**3.4**	**3.5**	**3.6**	
Understanding & Organizing Subject Matter Knowledge	4.60	4.40	4.60	4.57	4.21		
CSTP 4	**4.1**	**4.2**	**4.3**	**4.4**	**4.5**	**4.6**	
Planning Instruction & Designing Learning Experiences	3.96	4.35	4.38	3.43	4.32	3.91	
CSTP 5	**5.1**	**5.2**	**5.3**	**5.4**	**5.5**	**5.6**	
Assessing Student Learning	4.25	4.38	4.22	3.49	3.87	3.82	
CSTP 6	**6.1**	**6.2**	**6.3**	**6.4**	**6.5**	**6.6**	**6.7**
Developing as a Professional Educator	4.28	4.01	3.86	3.87	3.30	2.53	4.57

Table 12

Formative Student Teaching Evaluation by University Supervisors, Mean Scores on CSTP Standards Spring 2011 Final Assignment (Scale 1-5)

Spring 2010							
CSTP 1	**1.1**	**1.2**	**1.3**	**1.4**	**1.5**		
Engaging & Supporting All Students in Learning	3.4	4.28	4.27	4.34	3.94		
CSTP 2	**2.1**	**2.2**	**2.3**	**2.4**	**2.5**	**2.6**	
Creating & Maintaining an Effective Environment	4.30	4.6	4.34	4.50	4.34	4.32	
CSTP 3	**3.1**	**3.2**	**3.3**	**3.4**	**3.5**	**3.6**	
Understanding & Organizing Subject Matter Knowledge	4.54	4.48	3.64	4.40	4.25		
CSTP 4	**4.1**	**4.2**	**4.3**	**4.4**	**4.5**	**4.6**	
Planning Instruction & Designing Learning Experiences	4.29	4.47	4.29	3.53	3.98	3.84	
CSTP 5	**5.1**	**5.2**	**5.3**	**5.4**	**5.5**	**5.6**	
Assessing Student Learning	4.43	3.98	3.59	3.55	2.41	1.96	
CSTP 6	**6.1**	**6.2**	**6.3**	**6.4**	**6.5**	**6.6**	**6.7**
Developing as a Professional Educator	4.79	4.77	4.88	4.82	4.69	4.75	4.78

Table 13

Summative Student Teaching Evaluation by University Supervisors, Mean Scores on CSTP Standards 2010-11 Final Assignment (Scale 1-4)

	Fall 2010	Spring 2011
CSTP 1 Engaging & Supporting All Students in Learning	**3.92**	**3.93**
CSTP 2 Creating & Maintaining an Effective Environment	**3.86**	**3.89**
CSTP 3 Understanding & Organizing Subject Matter Knowledge	**3.91**	**3.94**
CSTP 4 Planning Instruction & Designing Learning Experiences	**3.88**	**3.97**
CSTP 5 Assessing Student Learning	**3.86**	**3.69**
CSTP 6 Developing as a Professional Educator	**3.92**	**3.95**
Demonstrates Overall Effective Teaching	**3.94**	**3.96**

Table 14

Teaching Performance Assessment Data Spring 2010-11

Fall 2010		
CalTPA Task	**N**	**Percent passing**
1	154	88%
2	146	83%
3	145	88%
4	144	94%

Spring 2011		
CalTPA Task	**N**	**Percent passing**
1	100	89%
2	106	87%
3	161	88%
4	162	94%

Table 15

2009-11 CalTPA Assessor Data

TPA Assessors Summer 2009-Spring 2011	
Number of Assessors	78
Initially Calibrated 2009-2011	6
Recalibrated	40
Chose not to Recalibrate	46

Reliability Data

The figures in the table below were obtained by first identifying the tasks that were double-scored as part of our reliability studies and grouping these tasks by the academic year scored and by program (Multiple vs. Single Subject). We then used cross-tabs to calculate, by year, the percentage of the assessors on these double-scored tasks who gave a score that was the same as or within 1 point of the other score for that task.

Table 16

Cal TPA Reliability Data

	AY 08-09	AY09-10	AY10-11
Exact Match	54%	53%	44%
Exact Match & 1 Point Off Combined	92%	94%	90%
N	113	185	294

Modifications to Assessor Selection, Training and Recalibration

During the last academic year, several policies were implemented to support the CalTPA requirement. Faculty who teach courses or supervise student teachers in the MSCP program are required to score a minimum of five tasks per semester to remain eligible to teach in the program. This policy was enacted to ensure that program faculty remain connected to the TPA process and can effectively provide instruction that will assist candidates in successful completion of the TPA. Assessors are now compensated at the rate of $40 per task for their assistance with the scoring process. Effective August 2011, faculty are required to recalibrate annually to be eligible to continue scoring TPA's and effectively, to continue teaching in the program.

Program Effectiveness Data 2006-2009

Figure 28

Effectiveness of CSU Multiple Subject Teaching Credential Programs During 2006-2007, 2007-2008 &
2008-2009 by First-Year Teaching Graduates Exiting these Programs and teaching in 2007, 2008 & 2009

and their Employment Supervisors (CSU Chancellor's Exit Survey Report, 2010)
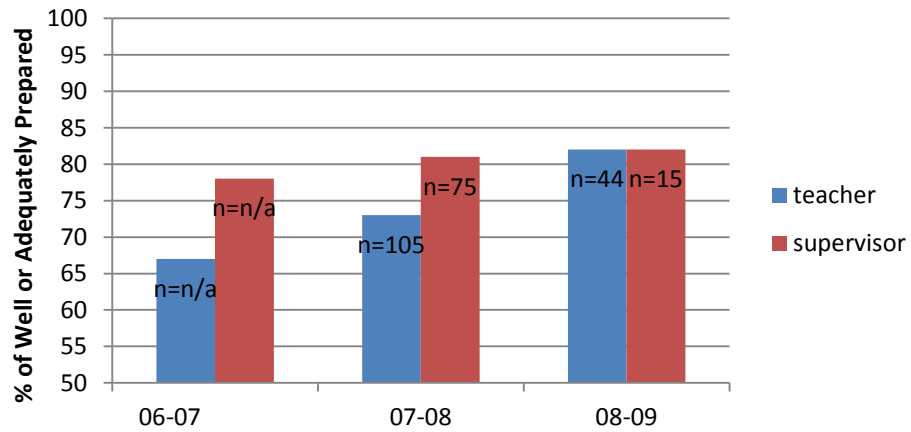
Composite C-1: Preparation to Plan Instruction for All Students and Subjects

% of Well or Adequately Prepared

- 06-07: teacher 78 (n=n/a), supervisor 84 (n=n/a)
- 07-08: teacher 85 (n=105), supervisor 88 (n=75)
- 08-09: teacher 92 (n=44), supervisor 84 (n=15)

Legend: teacher, supervisor

Composite C-2: Preparation to Motivate Students to be Active Learners

% of Well or Adequately Prepared

- 06-07: teacher 76 (n=n/a), supervisor 85 (n=n/a)
- 07-08: teacher 82 (n=105), supervisor 86 (n=75)
- 08-09: teacher 86 (n=44), supervisor 76 (n=15)

Legend: teacher, supervisor

Composite C-3 Preparation to Manage Instruction for Learning

Composite C-4: Preparation to Use Technology Effectively

Composite C-5: Preparation to Use Good Pedagogy Across the Curriculum

% of Well or Adequately Prepared

- teacher
- supervisor

06-07: teacher n=n/a (71), supervisor n=n/a (84)
07-08: teacher n=105 (78), supervisor n=75 (85)
08-09: teacher n=44 (86), supervisor n=15 (82)

Composite C-6: Preparation to Assess and Reflect on K12 Teaching

% of Well or Adequately Prepared

- teacher
- supervisor

06-07: teacher n=n/a (72), supervisor n=n/a (79)
07-08: teacher n=105 (76), supervisor n=75 (85)
08-09: teacher n=44 (88), supervisor n=15 (81)

Composite D-1: Preparation for Equity and Diversity in K12 Education

% of Well or Adequately Prepared

- teacher
- supervisor

06-07: teacher 72 (n=n/a), supervisor 79 (n=n/a)
07-08: teacher 77 (n=105), supervisor 81 (n=75)
08-09: teacher 86 (n=44), supervisor 79 (n=15)
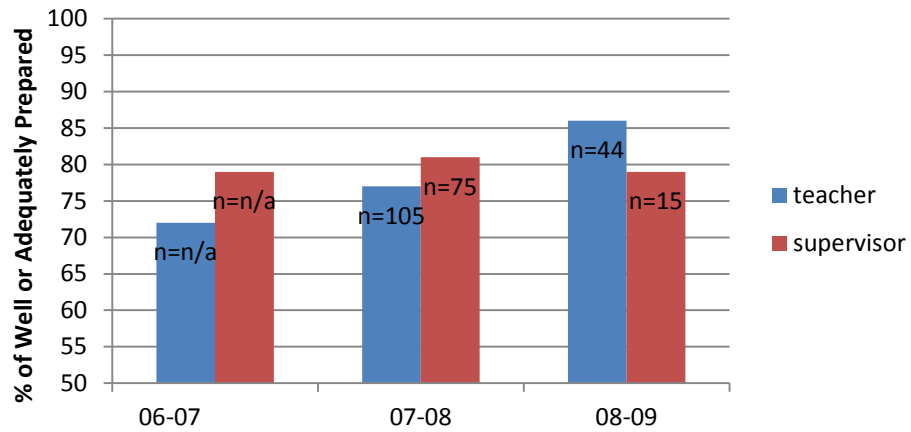
Composite D-3: Preparation to Teach Middle-Grade Students in Grades 4-8

% of Well or Adequately Prepared

- teacher
- supervisor

06-07: teacher 75 (n=n/a), supervisor 75 (n=n/a)
07-08: teacher 78 (n=105), supervisor 82 (n=75)
08-09: teacher 86 (n=44), supervisor 85 (n=15)
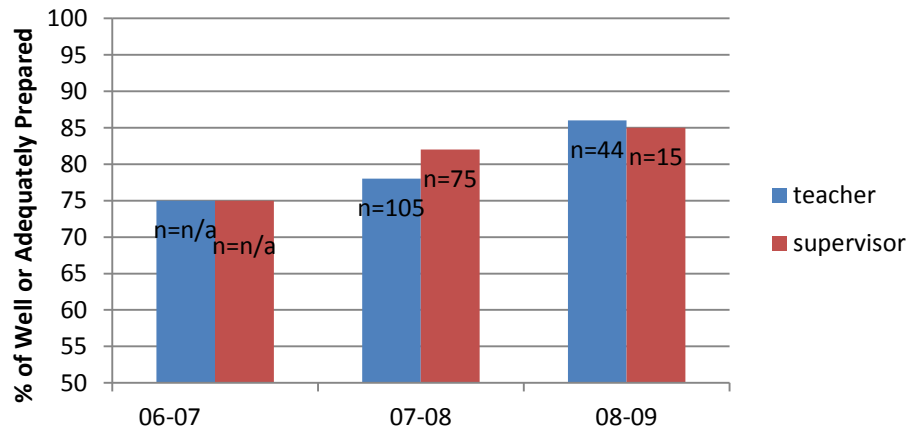
Composite D-5: Preparation to Teach English Learners in Grades K-12

% of Well or Adequately Prepared

- teacher
- supervisor

06-07: teacher n=n/a, supervisor n=n/a
07-08: teacher n=105, supervisor n=75
08-09: teacher n=44, supervisor n=15
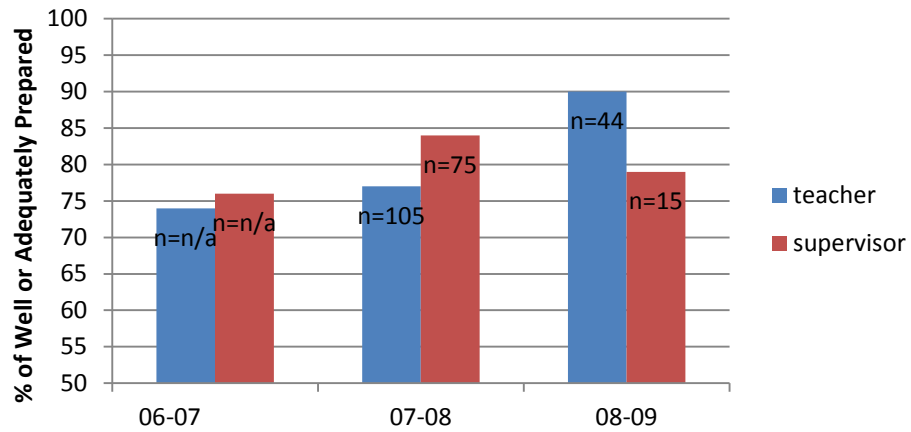
Composite D-7: Preparation to Teach Special Learners in Inclusive Schools

% of Well or Adequately Prepared

- teacher
- supervisor

06-07: teacher n=n/a, supervisor n=n/a
07-08: teacher n=105, supervisor n=75
08-09: teacher n=44, supervisor n=15

Composite E-1: Overall Value of CSU Professional Coursework

Composite E-2: Overall Value and Quality of Fieldwork Experiences in Education
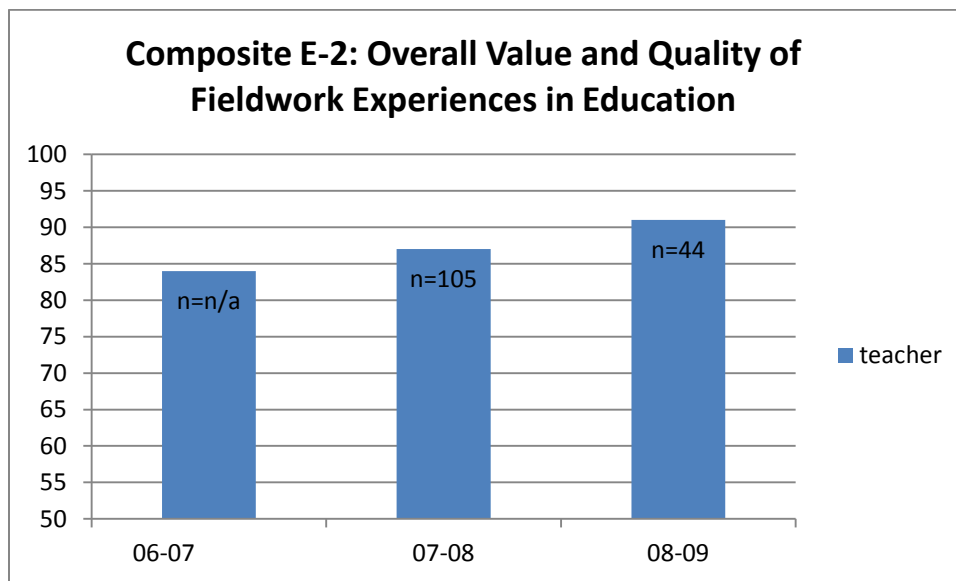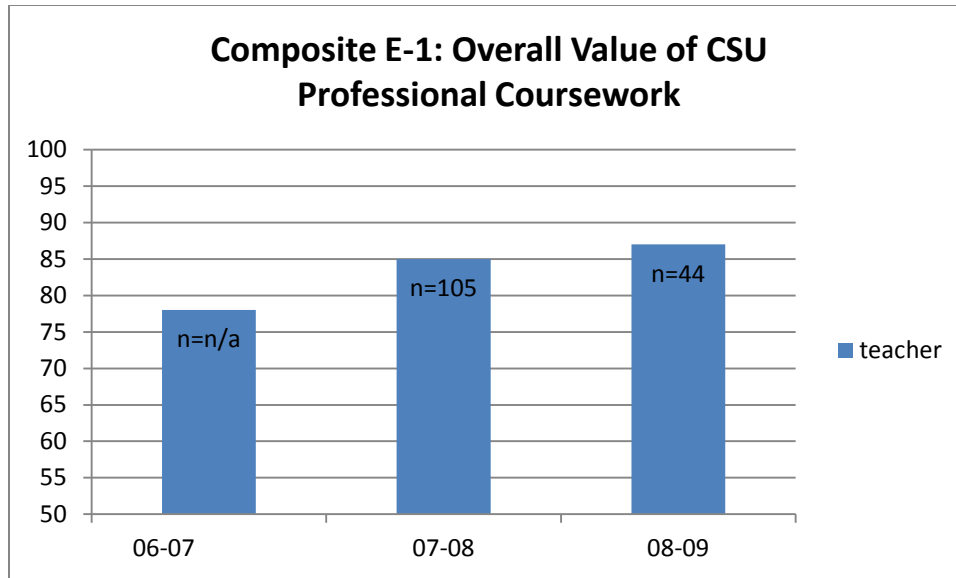
PART III – Analyses and Discussion of Candidate and Program Data

Signature Assignment Data

Student data from signature assignments indicates that students generally perform well on these coursework embedded assessments. Mean scores on each of the areas range from 3.23 to 3.81 for the years analyzed.

Candidates performed very well on:

TPE/SLO 1: Specific Pedagogical Skill for Subject Matter Instruction – 3.81

TPE/SLO2: Monitoring Student Learning During Instruction – 3.66

TPE/SLO 7: Learning about Students – 3.65

Relative to these scores, students tended to score the lowest in the following TPE/SLO's:

TPE/SLO 5: Student Engagement – 3.23

Student Teaching Formative and Summative Evaluations

Formative student teaching evaluations, taken at the midpoint of each assignment, reflect a mean score range of 2.53 to 4.86, on a scale of 1-5. Each score reflects an element of the California Standards for the Teaching Profession. The most notable area of weakness as reflected in both years of data focuses on:

CSTP 5.6: Using available technologies to assist in assessment, analysis, and communication of student learning

Summative student teaching evaluations, taken at the end of each assignment reveal similar levels of competency in meeting the California Standards for the Teaching Profession. The mean range of scores at the standard level are 3.85 to 3.94 on a scale of 1-4. These scores indicate that students are performing at the level of "Proficient Beginning Practice."

Teaching Performance Assessments (TPA's)

The California Teaching Performance Assessments are a relatively new measure of student performance. The vast majority of students pass all tasks with a score of 3 or 4, with the majority of failing scores in TPA Task 2 (18% failure rate).

Analysis of Program Effectiveness

The measures of program effectiveness utilized in this report include two years of data from the CSU Chancellor's Office Survey. The survey measured perceived levels of preparation former students after completing one year of teaching and the immediate supervisors/evaluators of 1st year teachers from CSULB.

Perceptions of Program Completers at the end of the First-year of Teaching

In general, program completers indicated at a minimum rate of 85% in each category that they felt well or adequately prepared by the Multiple Subject Credential Program to provide instruction in K-8 classrooms. Additionally, between the years 2008 and 2009, program completers indicated improvements in program quality in almost all areas. Program strengths were reported by first year teaching graduates are as follows: preparedness to teach in a variety of subject areas, lesson planning, preparation to teach middle grade students (grades 4-8), assessment of student learning.

The most noted areas where former students felt less prepared included using technology for instructional and management purposes and strategies to meet the needs of English language learners.

Perceptions of Employers/Supervisors of 1st Year Teachers/Program Completers

In both years of data, employers/supervisors indicated that between 73 and 93% of program completers appeared to be well or adequately prepared to provide instruction in K-8 classrooms. The most noted areas of strength were preparedness to teach reading/language arts and non-core subject areas. The most noted areas of concern included strategies to increase student motivation, classroom management, teaching English learners and technology. In contrast to the survey data of program completers, employment supervisors expressed a reduced satisfaction with the ability of the Multiple Subject Credential program to prepare teachers during the 2009 survey administration. Most notably, this decreased satisfaction was most dramatic in the areas of motivation, classroom management, and technology. One possible explanation for this decrease was the requirement for the vast majority of candidates to successfully complete the battery of Teacher Performance Assessment (TPA) tasks. Students and faculty have indicated that the focus on the TPA, in some cases, reduced the amount and depth of content in the methods courses in these areas, in an effort to prepare for the TPA. It is anticipated that as students and faculty become more comfortable with the TPA experience and are better able to align curriculum with the TPA's, the perceived content gaps will be alleviated. Additionally, the current job market demands have significantly reduced the number of supervisors completing the survey. During the last two year of the survey's administration, the number of survey completers went from 75 supervisors to 15.

Summary of Data Analysis

Overall, a strong alignment across the data sources regarding strengths of the program exists.   Data indicates the program is strong in developing pedagogical knowledge, enabling students to know and understand subjects of the curriculum at the grade level(s), and to prepare lesson plans and appropriate activities for instruction. Data also revealed the program is very strong in preparing candidates to adhere to principles of educational equity. These strengths successfully impact our student (candidate) learning outcomes. These strengths also demonstrate that the program adheres to the College of Education mission to prepare knowledgeable and highly competent teachers, while reflecting Multiple Subject Credential Program goals to prepare entry-level teachers according to SB 2042 Teaching Performance Expectations, as well as to promote social responsibility and child advocacy.

Summarizing program weaknesses was more challenging, due to data discrepancies, but three specific areas of concern are noted that were echoed across the various data sources: student engagement and motivation, providing appropriate instruction for English learners and other special student populations, and the use of technology for instructional and management purposes.

As a result of data discussions with the faculty of the Department of Teacher Education, the findings indicate that the program performs well in most measures of student performance and perceptions of program effectiveness. While there are several areas identified for program improvement, it has been determined that a focus on three specific areas receive priority over the next year. Triangulation of the data sources suggest that the student experience in the Multiple Subject Program would be enhanced by greater emphasis and preparation in the following areas:

- Meeting the instructional needs of students with special learning needs and English learners

- Development of strategies to increase K-12 student engagement and motivation

- Using technology for instructional and management purposes.

Part IV – Use of Assessment Results to Improve Candidate and Program Performance

Meeting the Instructional Needs of Students with Special Learning Needs and English Learners and Strategies to Enhance Student Engagement and Motivation

Through data analysis of the student teaching formative evaluations and the CSU Systemwide Survey of Program Completers and Employers, it was determined that students need to develop more skills to support students with special learning needs and English learners, in addition to enhancing engagement and motivation for all students in the classroom. Faculty agree that a greater emphasis on differentiated instructional approaches throughout the program would support students in this area. The following plan will be implemented to improve student outcomes in this area:

Data Source	Action or Proposed Changes To Be Made	By Whom?	By When?	CTC Program Standards
Student teaching formative evaluations CSU Systemwide Survey of Program Completers CSU Systemwide Survey of Employers	Create a curriculum map that identifies where issues related to students with special needs, English learners, and motivation are covered in the program and how students demonstrate their learning in this area.	Teacher Education Department Chair	Spring, 2012	1, 6, 7-A, 8-A, 9, 12, 13
	Enhance instruction by highlighting specific strategies in each course, spiraled throughout the program. Additionally, refine field work assignments to allow for greater application of these strategies in real-world settings.	MSCP Coordinator & Department Chair	Spring, 2012	14
	Participation by faculty in a sequence of professional development opportunities through the STEELI grant.	Department Chair Program Faculty	Fall 2012	15
	Revised Syllabi and Standard Course Outlines	Department Chair and Course Coordinators	Fall 2012	1, 6, 7-A, 8-A, 9, 12, 13

Use of Technology to Support Instruction and Management

Through data analysis of the student teaching evaluations, and the CSU Systemwide Survey of Program Completers and Employers, it was determined that students need to develop more strategies for implementing technology in their work, particularly in the areas of assessment and communication. Improving candidate readiness in this area will require collaboration between the program and the local school districts in terms of identifying specific resources at the local level. The following plan will be implemented to improve student outcomes in this area:

Data Source	Action or Proposed Changes To Be Made	By Whom?	By When?	CTC Program Standard
Student Teaching Evaluations CSU Systemwide Survey of Program Completers CSU Systemwide Survey of Employers	Work with faculty to identify where these concepts and strategies are taught and assessed within the program.	MSCP Coordinator Department Chair	Spring, 2012	11
	Work with local school districts to identify the types of resources that are available for implementing technology for instruction and management	MSCP Coordinator	Spring 2012	11
	Implement a workshop for the student teacher professional development day that highlights technological resources for use in the classroom	MSCP Coordinator	Fall, 2012	

Commission on Teacher Credentialing
Biennial Report
(For Institutions in the Red, Green, and Indigo Cohort Due Summer/Fall 2011)

Academic Years 2009-10 and 2010-11

Institution	California State University, Long Beach
Date report is submitted	Fall 2011
Program documented in this report	Reading and Language Arts
Name of Program	Reading and Language Arts
Credential awarded	Reading and Language Arts Specialist
Is this program offered at more than one site? No	
If yes, list all sites at which the program is offered	
Program Contact	Paul Boyd-Batstone
Phone #	562/985-1012
E-Mail	pboydbat@csulb.edu
If the preparer of this report is different than the Program Contact, please note contact information for that person below:	
Name:	
Phone #	
E-mail	

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

PART I – Contextual Information

The Reading Certificate Program, Reading/Language Arts Specialist Credential Program and the Master of Arts in Education Option Reading/Language Arts are based in the Department of Teacher Education in the College of Education. The Program Coordinator serves as the day-to-day administrator of the program and has responsibility for overall coordination of the program.

The Graduate Reading Programs at CSULB prepare caring, effective, and highly skilled teachers and specialists who in turn provide appropriate reading and language arts instruction for culturally and linguistically diverse students in grades K-12. In connection with the conceptual framework of the College of Education we provide our candidates with the theoretical and professional knowledge necessary to develop innovative, research-based reading and language arts curricula, and instill the leadership skills necessary for successful reading program implementation for all students, including English language learners. Our program is designed to "spiral" the candidates' content knowledge and pedagogy so that they are able to synthesize and apply their understandings about teaching and learning over time.

Currently, there are approximately 35 32 candidates enrolled in the program. Thirteen Fourteen candidates completed the Masters degree in the 2009-10 academic year (Table 4) and 22 credentials were awarded (Table 4).   In the same academic year three full-time and two part-time faculty members taught in the program (Table 5).

Because the program conducts an annual review the following changes were implemented:

- The holistic grading rubrics used for the signature assignments have been revised to analytic rubrics.

- To address the issue of writing proficiency a peer-review component of the literature review in EDRG 540 and the case study in EDRG 551 have been added. Candidates read one another's penultimate papers and reports and provide written feedback.

- In the final class in the program, EDRG 695, the instructor provided samples of outstanding and good quality signature assignments so that candidates have a clearer understanding of what is expected.

In June 2010, the Commission on Teacher Credentialing (CTC) approved new standards for the program. The California Reading Certificate is to now be called the "Reading and Literacy Added Authorization" (RLAA); the Specialist Credential is now to be called the "Literacy Leadership Specialist Credential" (LLSP). Table 1 below summarizes the Program Student Learning Outcomes and Related Standards according to the new CTC standards. Consequently, our program is transitioning from the previous authorization to the new authorization. The reported data is based upon the previous program standards and signature assignments. (In November 2011, CTC withdrew the program regulations in order to consider further revisions. Therefore, until CTC approves the regulations, the program will operate under the previous standards, while being informed by the new 2010 standards.)

Table 1

Program Student Learning Outcomes and Relevant Standards

	Outcome 1:	Outcome 2:	Outcome 3:	Outcome 4:	Outcome 5:	Outcome 6:
SLOs	Provide literacy leadership at the school site or district level.	Assess and evaluate students' strengths, needs, and achievement in literacy by using a variety of measures	Design and deliver appropriate instruction in reading/language arts for all students, including diverse learners, based upon assessment results.	Articulate and apply theoretical foundations in reading/language arts to current theory and research.	Integrate technology into reading / language arts instruction.	Communicate information to other professionals in the education community
Signature Assignment(s)	• EDRG 558: Word Study • EDRG 554: 2-year plan	EDRG 551/EDRG 651: Observation and case study	• EDRG 559: Intervention plan • EDRG 651: Diagnosis and implementation of Intervention plan	EDRG 540/EDRG 544/EDRG 556: Research papers	EDRG 543: WebQuest lesson	• EDRG 554: Culminating learning experience MA only: • EDRG 695: Comps or • EDRG 698: Thesis
National PROFESSIONAL Standards	IRA Standard 5	IRA Standard 3	IRA Standard 2, 4	IRA Standard 1	IRA Standard 4	IRA Standard 5
State Standards (Approved June 2010)	CTC : RLAA/LLSCP Standards 8, 10	CTC: RLAA/LLSCP Standards 3, 4, 5	CTC: RLAA/LLSCP Standards 2, 3, 5,9	CTC: RLAA/LLSCP Standards 1, 6, 7	CTC : RLAA/LLSCP Standards 2, 3, 4,5	CTC: RLAA/LLSCP Standards 8, 10
Conceptual Framework	Leadership	Evidence-based Practices	Effective Pedagogy; Advocacy	Scholarship	Innovation	Collaboration
CSULB Learning Outcomes	Collaborative Problem Solving	Integrating liberal education	Engaged in global and local issues; Knowledge and respect for diversity	Well-prepared	Integrating liberal education	Well-prepared; Collaborative problem solving
NCATE Elements	Professional Dispositions	Knowledge and Skills-Other	Student Learning-Other	Knowledge and Skills-Other	Knowledge and Skills-Other	Professional Dispositions

Table 2

Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)

	Transition Point 1 Admission to Program					
	2009-2010			2010-2011		
	Applied	**Accepted**	**Matriculated**	**Applied**	**Accepted**	**Matriculated**
TOTAL	14	14	14	25	22	18

Table 3

Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)[1]

	Transition Point 2 Advancement to Culminating Experience	
	2009-2010	**2010-2011**
Comps[2]	11	11

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[1] Data are reported Summer term through Spring term (e.g., Summer 2009-Spring 2010 for the 2009-10 academic year.)

[2] This is data on the number of students who *applied* to take the comprehensive examination in Fall 2009, Spring 2010, or Summer 2010. The data include students who may not have taken or passed the examination(s).

Table 4

Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)

	Transition Point 3 Exit	
	2009-2010	**2010-2011**
Degree	9	12
Credential[3]	11	8

Table 5

Faculty Profile 2009-2011[4]

Status	**2009-2010**	**2010-2011**
Full-time TT/Lecturer	4	5
Part-time Lecturer	2	1
Total:	6	6

Changes Since Last Accreditation Activity (Biennial Report, Program Assessment or Site Visit)*.*

Fall 2010, The program was streamlined to have students graduate in 2 years vs. 3 years. This was done by eliminating a Children's literature course and reducing the number of research methods courses.

Fall 2010, Dr. Paul Boyd-Batstone took over the coordinating responsibilities from Dr. Joan Theurer, who continues to teach in the program.

June 2010, the Commission on Teacher Credentialing approved new program standards

Fall 2011, the Program Assessment Document (PAD) for CTC was written to address the new standards. These standards impacted the specific emphases of the program and the future names of the program's components: Reading and Literacy Added Authorization and Specialist Credential for Literacy and Leadership. They have also impacted the number of signature assignments for the future program.

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[3] Data for Initial and Advanced Credential Programs reflects students who have filed for their credential with the Credential Office. These data generally include students who have completed the program one or more years prior to filing their credential request, particularly related to the advanced credential programs. Data are reported for Summer 2009 through Spring 2011.

[4] Figures include headcounts of individual faculty who taught in the program during the academic year. Faculty who teach in multiple programs are counted in each.

PART II – Candidate Assessment/Performance and Program Effectiveness Information

a) What are the primary candidate assessment(s) the program uses up to and through recommending the candidate for a credential?

b) What additional information about candidate and program completer performance or program effectiveness is collected and analyzed that informs programmatic decision making

Table 6 provides an overview of student learning outcomes and related signature assignments, while Table 7 identifies instruments used to assess program effectiveness.

Table 6

Program Student Learning Outcomes and Signature Assignments

Student Learning Outcomes	Signature Assignment(s)	Description of Assignment
SLO 1: Provide literacy leadership at the school site or district level.	• EDRG 554: Two-year Plan • EDRG 558: Word Study	• [EDRG 554] Candidates will create a needs assessment survey and perform a thorough investigation of a current reading/language arts program. From this data, candidates will develop a two-year plan with recommendations for improving the effectiveness of a reading/language arts program including a literacy vision, a literacy team, instructional materials, technology resources, a professional development plan in each of these three areas: developmental, recreational and intervention/remedial reading/language arts instruction. • [EDRG 558] Candidates select one element of language study and/or word development and instruction (e.g., phonemic awareness, phonics, vocabulary, spelling, oral language acquisition, literacy development in a second language, etc.). The assignment is designed to develop an in-depth and thorough knowledge base of word study.
SLO 2: Assess and evaluate students' strengths, needs, and achievement in literacy by using a variety of measures	• EDRG 551/651: Observation and Case Study	• [EDRG 551] Candidates will conduct case studies of two children, one who is a beginning reader and the other who is an older child exhibiting reading difficulties. One of the students must be an English Learner. This field experience requirement involves data collection using a wide range of reading assessments and inventories for intervention, interpreting results and making instructional recommendations. • [EDRG 651] Candidates will assess a student (a child or an adolescent) who has been referred to the Educational Psychology Clinic and diagnose the child's literacy strengths and needs. Based on the diagnostic profile, candidates will develop an intervention plan to address the areas of needs.
SLO 3: Design and deliver appropriate instruction in reading/language arts for all students, including diverse learners, based upon assessment results	• EDRG 559: Intervention Plan • EDRG 651: Diagnosis and Implementation of Intervention Plan	• [EDRG 559] Candidates will develop a comprehensive intervention plan that utilizes a variety of assessment tools. The plan requires writing a summary of the strengths and needs of a group of students, a description of the intervention(s), and a comprehensive plan of action. • [EDRG 651] At the end of the semester, candidates will complete a final case study report that details the teaching they did with their student and recommendations for future interventions.
SLO 4: Articulate and apply theoretical foundations in reading/language arts to current theory and research	• EDRG 540/544/556: Research Papers	• [EDRG 540] Candidates write a 5 - 6 page paper which provides an overview of an area of literacy research including current practices and recommendations made by the authors of the articles students select. • [EDRG 544] Candidates write a research literature review that summarizes and synthesizes the state of knowledge in one topic of literacy research; identifies key issues (questions about which there is disagreement, controversy, concern, or uncertainty) in the topic; and suggests important directions for new research, including substantive research questions and issues that should be addressed, and research methodologies that should be used to address these questions and issues. • [EDRG 556] Candidates write a 12-14 page paper which provides an overview of a "hot topic" in the field

Student Learning Outcomes	Signature Assignment(s)	Description of Assignment
		of reading and literacy including current practices and recommendations made by the authors of the articles candidates select.
SLO 5: Integrate technology into reading/language arts instruction	• EDRG 543: WebQuest Lesson	• [EDRG 543] Candidates use a range of current informational technology tools to develop a comprehensive WebQuest lesson that addresses curricular and content standards.
SLO 6: Communicate information to other professionals in the education community	• EDRG 554: Culminating Learning Experience **MA only:** • EDRG 695: Comprehensive Exam or • EDRG 698: Thesis	• [EDRG 554] Candidates will create a needs assessment survey and perform a thorough investigation of a current reading/language arts program. From this data, candidates will develop a two-year plan with recommendations for improving the effectiveness of a reading/language arts program including a literacy vision, a literacy team, instructional materials, technology resources, a professional development plan in each of these three areas: developmental, recreational and intervention/remedial reading/language arts instruction. • MA ONLY: [EDRG 659] Successful completion of a Master's degree brings with it certain rights and responsibilities. Candidates' formal education will soon conclude, but as a life-long learner they will want to engage in personal inquiry projects. As a scholar who has earned an advanced degree, candidates have a responsibility to share their knowledge with the larger community. The culminating learning experience is an opportunity to begin exploring these rights and responsibilities. Candidates may choose one of the following scholarly culminating experiences: Publishable Article or Individual Inquiry Project

Table 7

Program Effectiveness Data

Data Collection Instrument	When Administered
Exit Survey	Annually

c) Include aggregated data from 4-6 instruments that were described in (a) and (b).

2009-10 Student Learning Data

Figure 1

Reading and Language Arts AY09-10 SLOs Comparison
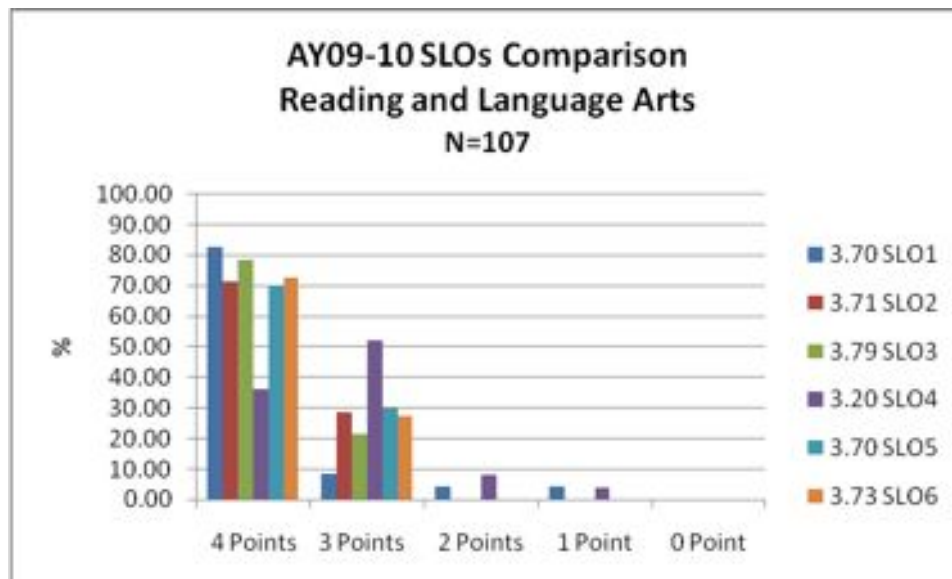
Figure 2

Reading and Language Arts AY09-10 SLO Means

AY09-10 SLO Means
Reading and Language Arts

	SLO1	SLO2	SLO3	SLO4	SLO5	SLO6
Points	3.70	3.71	3.79	3.20	3.70	3.73
	N=23	N=14	N=14	N=25	N=20	N=11
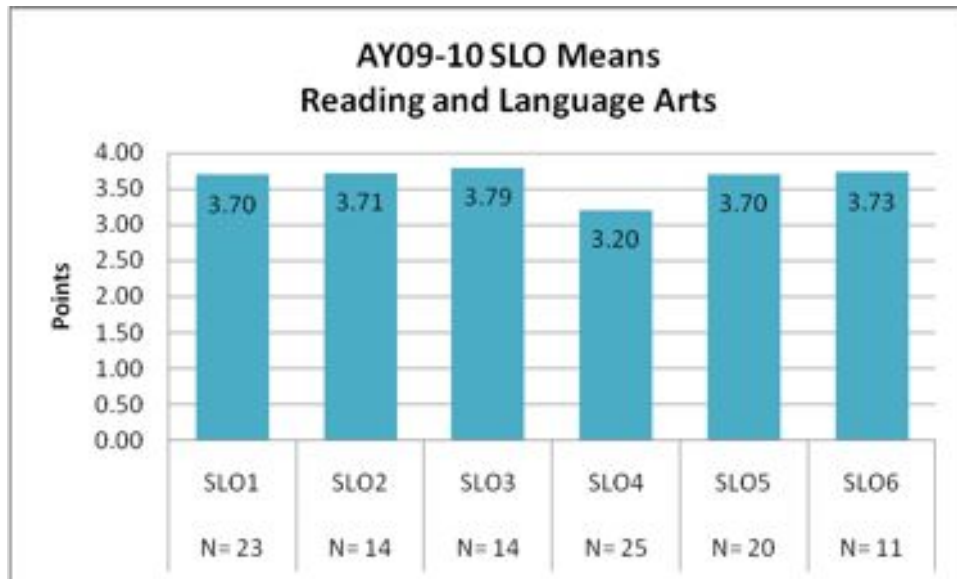
Outcome 1: Provide literacy leadership at the school site or district level.

Figure 3

Reading and Language Arts AY09-10 Score Distribution-SLO 1

SLO 1
AY09-10
N=23

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO1	82.61	8.70	4.35	4.35	0.00
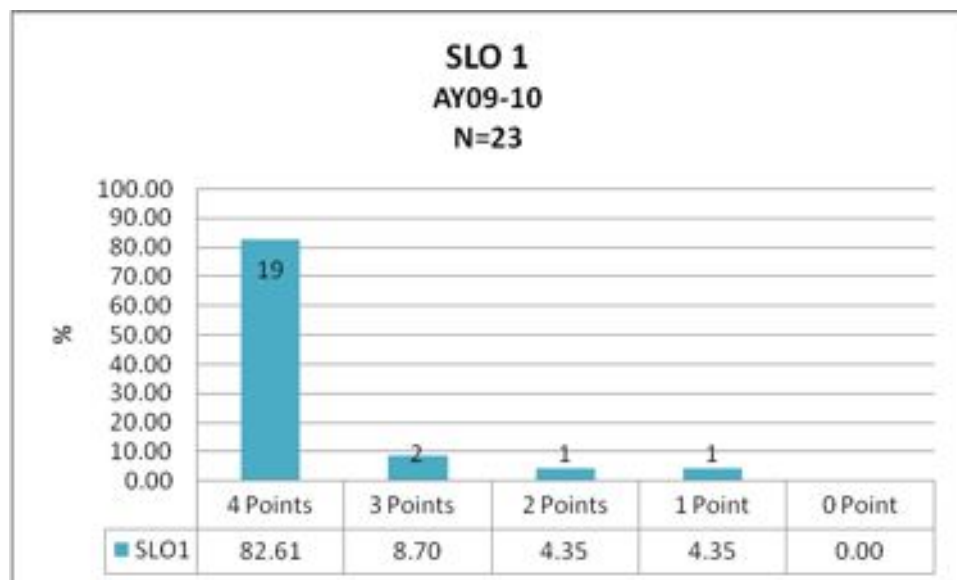
Figure 4

Reading and Language Arts Fall 2009 Criteria Means-SLO 1
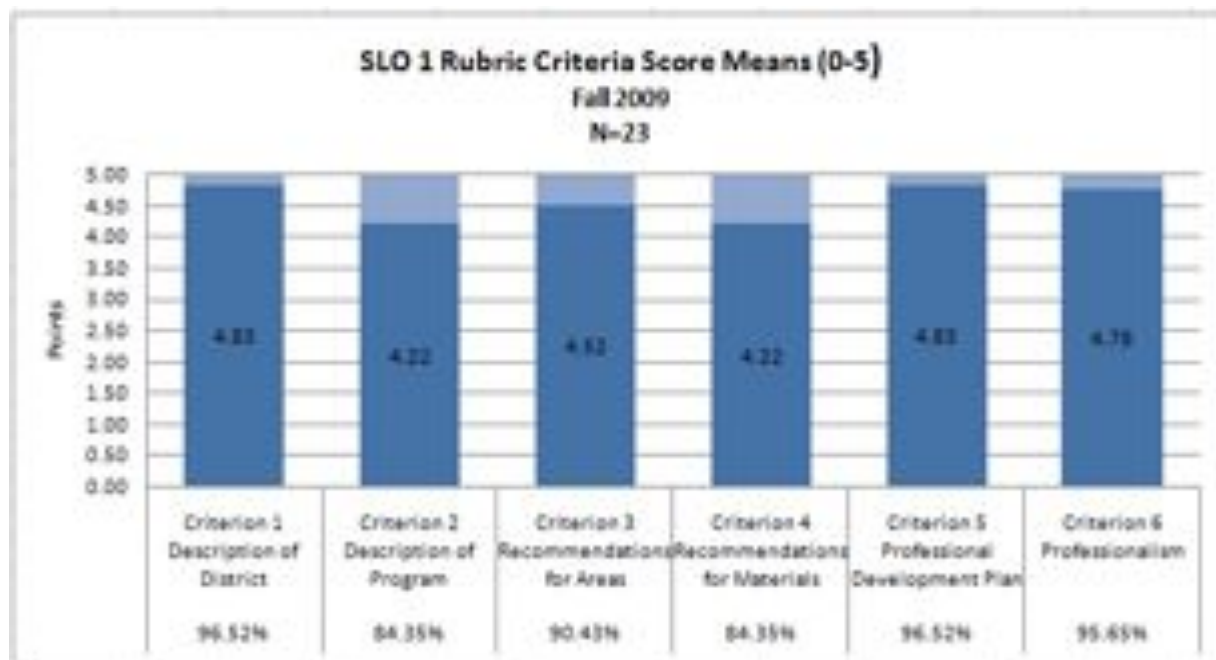
Outcome 2: Assess and evaluate students' strengths, needs, and achievement in literacy by using a variety of measures

Figure 5

Reading and Language Arts AY09-10 Score Distribution-SLO 2
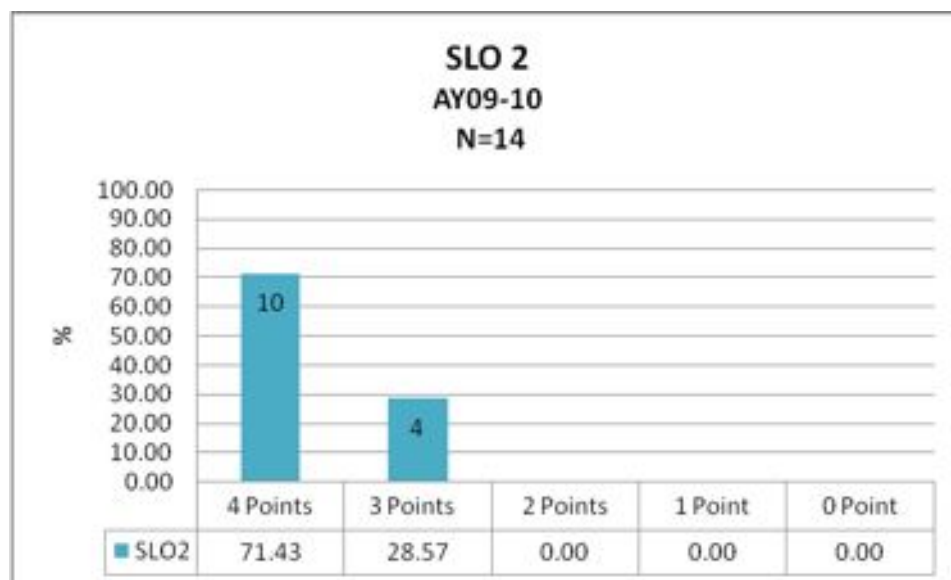
Figure 6

Reading and Language Arts Spring 2010 Criteria Means-SLO 2
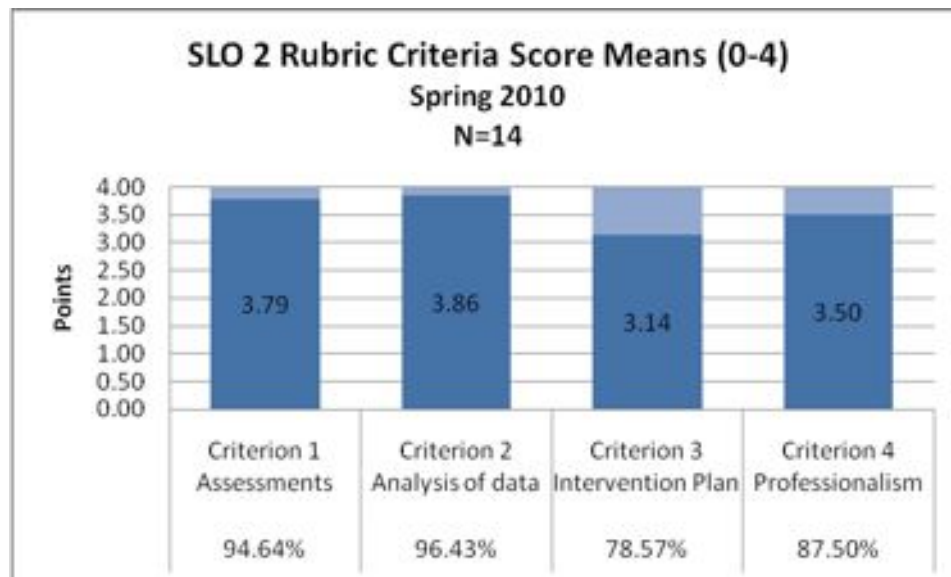
Outcome 3: Design and deliver appropriate instruction in reading/language arts for all students, including diverse learners, based upon assessment results.

Figure 7

Reading and Language Arts AY09-10 Score Distribution-SLO 3
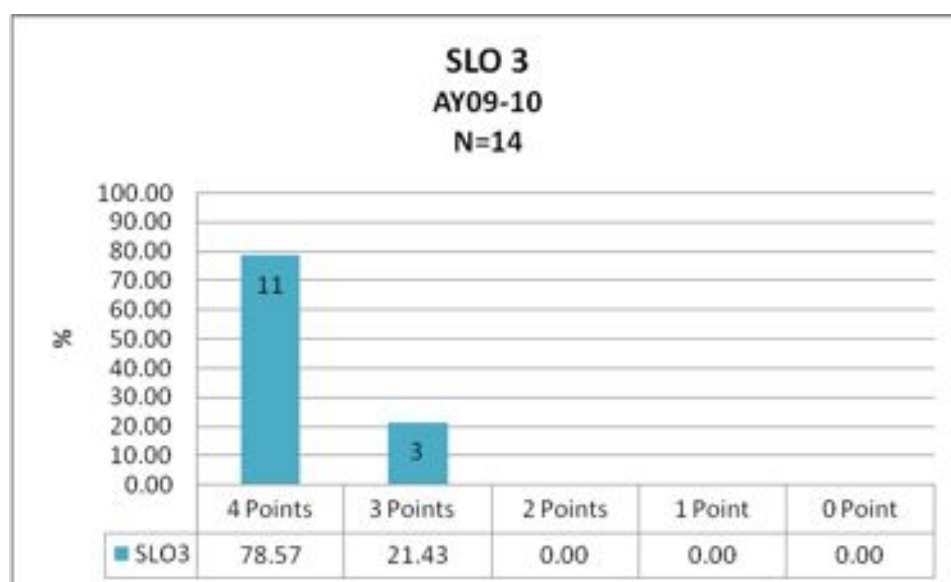
Figure 8

Reading and Language Arts Spring 2010 Criteria Means-SLO 3
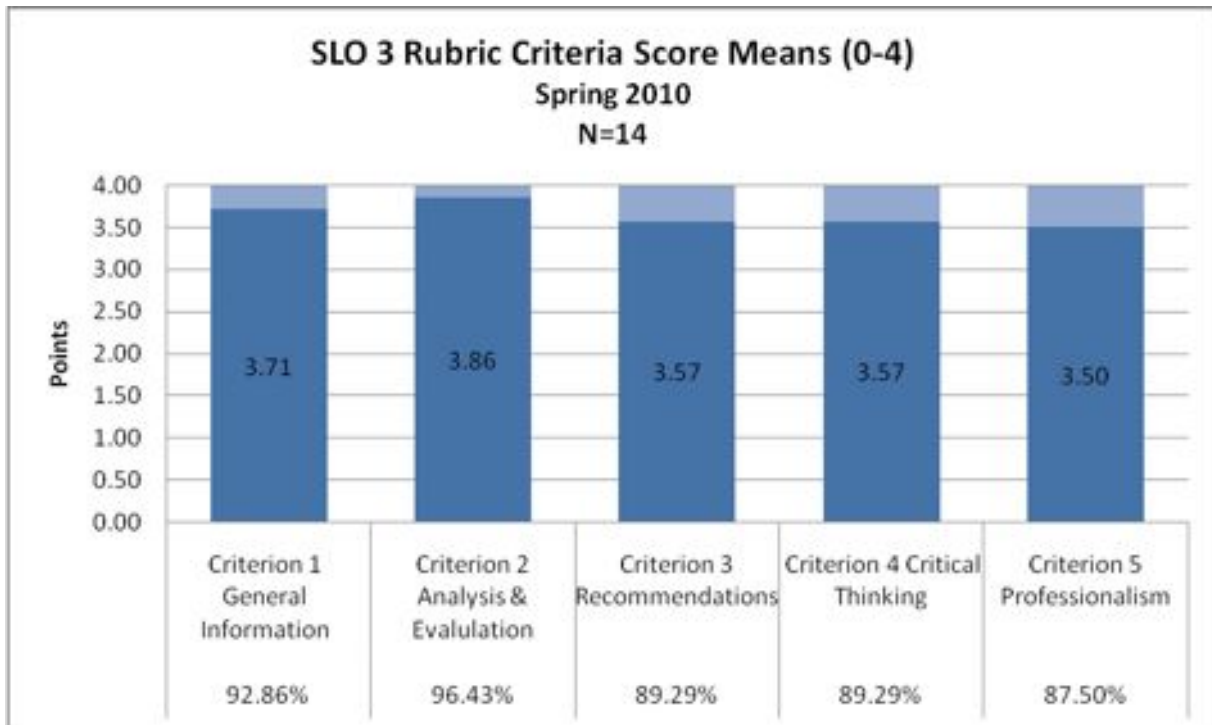
Outcome 4: Articulate and apply theoretical foundations in reading/language arts to current theory and research.

Figure 9

Reading and Language Arts AY09-10 Score Distribution-SLO 4
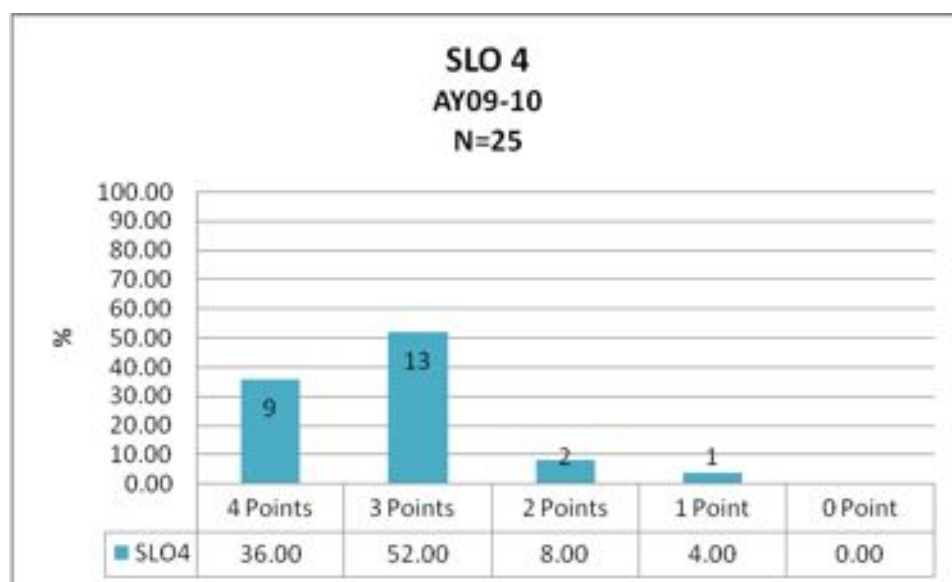
Outcome 5: Integrate technology into reading / language arts instruction.

Figure 10

Reading and Language Arts AY09-10 Score Distribution-SLO 5
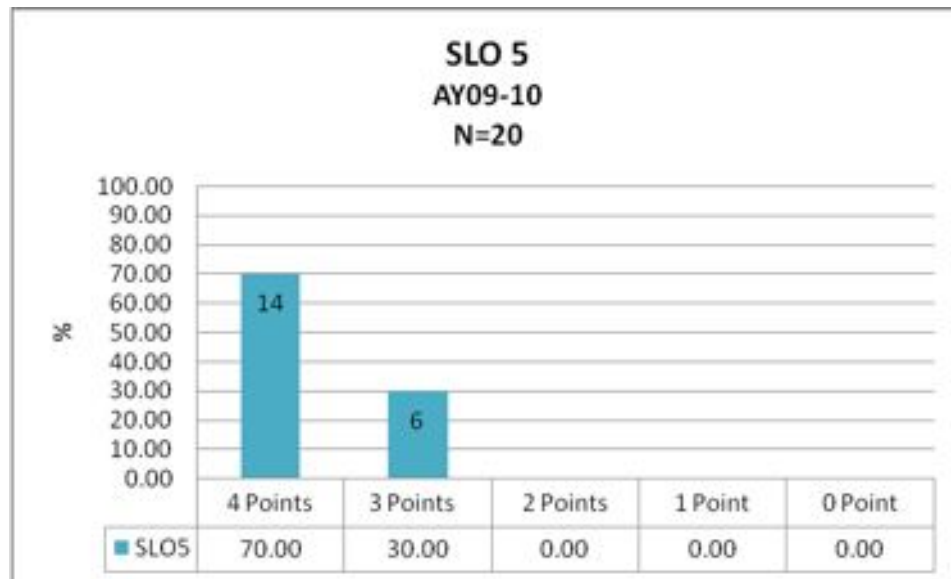
Outcome 6: Communicate information to other professionals in the education community

Figure 11

Reading and Language Arts AY09-10 Score Distribution-SLO 6
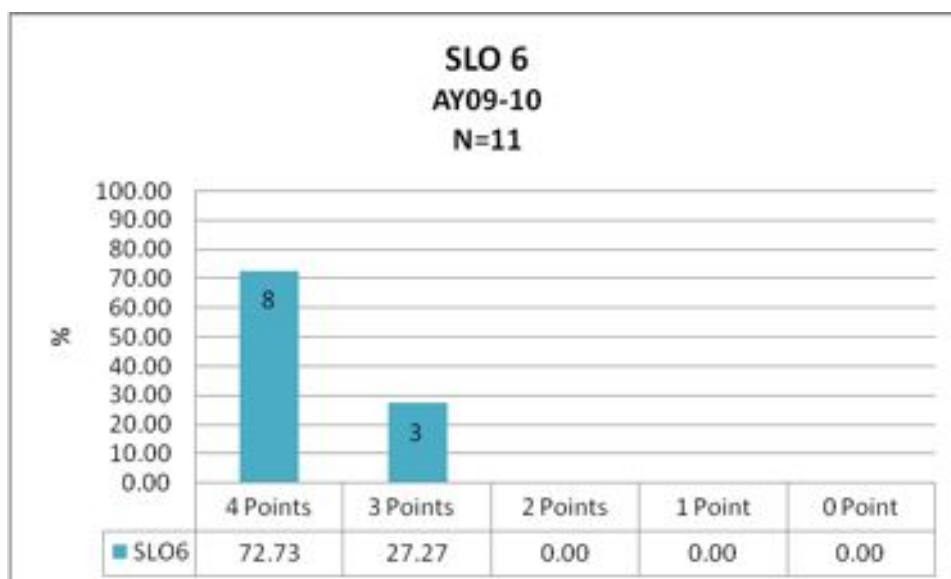
Figure 12

Reading and Language Arts Spring 2010 Criteria Means-SLO 6
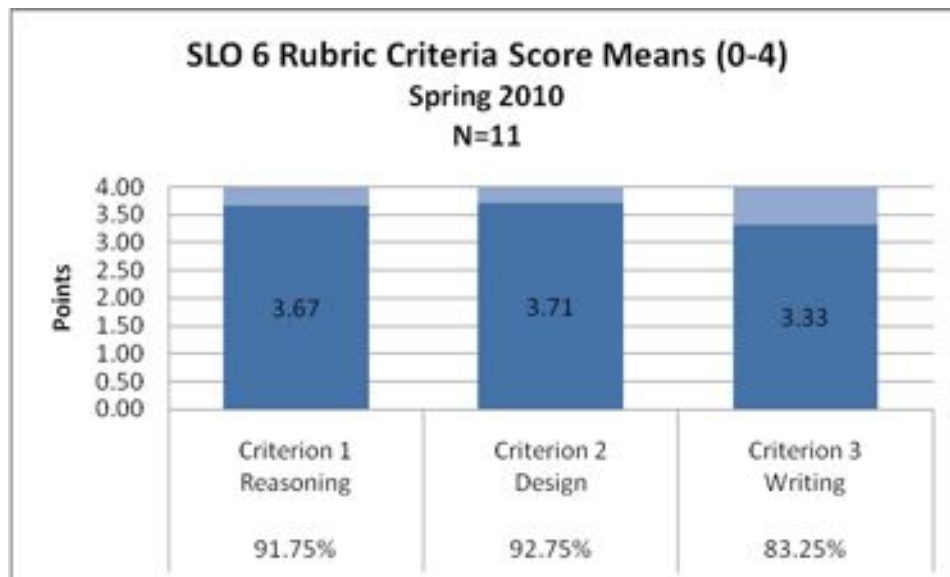
2010-11 Student Learning Data

Figure 13

Reading and Language Arts AY10-11 SLOs Comparison
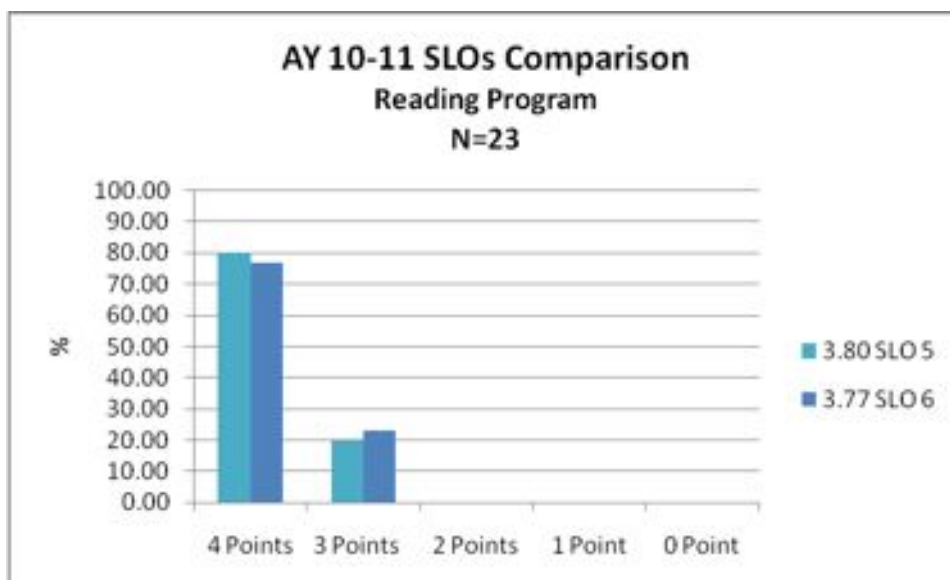
Figure 14

Reading and Language Arts AY09-10 SLO Means

AY 10-11 SLO Means
Reading Program

	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6
Points					3.80	3.77
	N= 0	N= 0	N= 0	N= 0	N= 10	N= 13
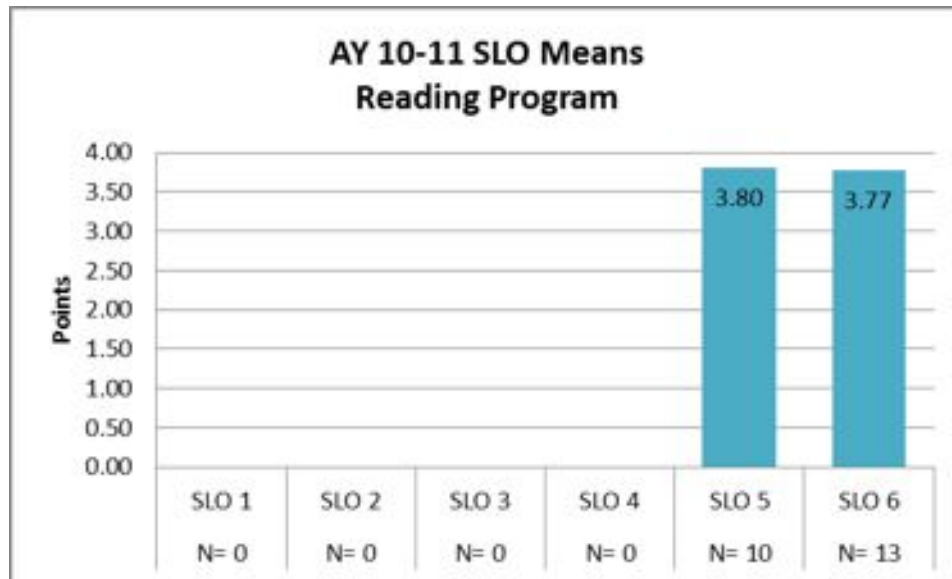
Outcome 5: Integrate technology into reading / language arts instruction.

Figure 15

Reading and Language Arts AY10-11 Score Distribution-SLO 5

SLO 5
AY 10-11
N= 10

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO 5	80.00	20.00	0.00	0.00	0.00
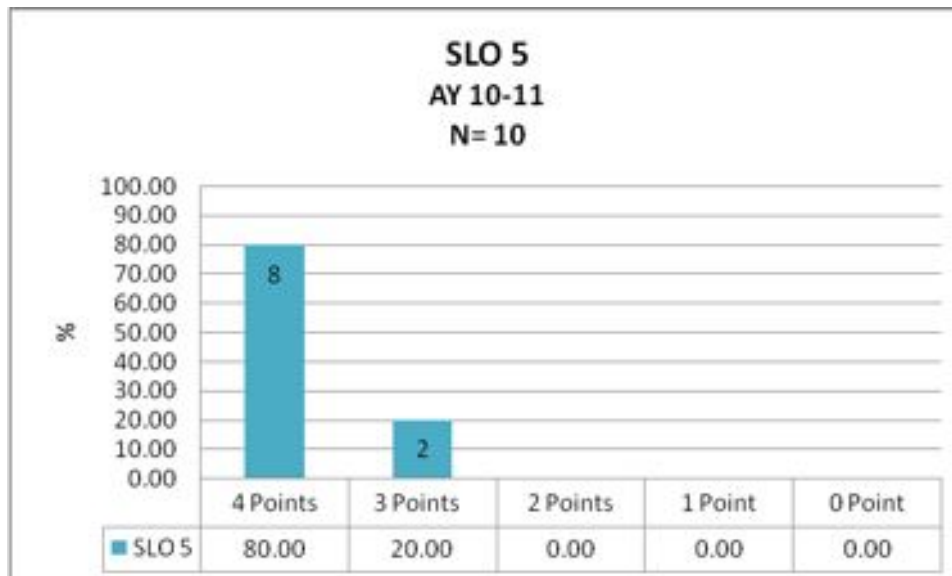
Figure 16

Reading and Language Arts AY10-11 Criteria Means-SLO 5
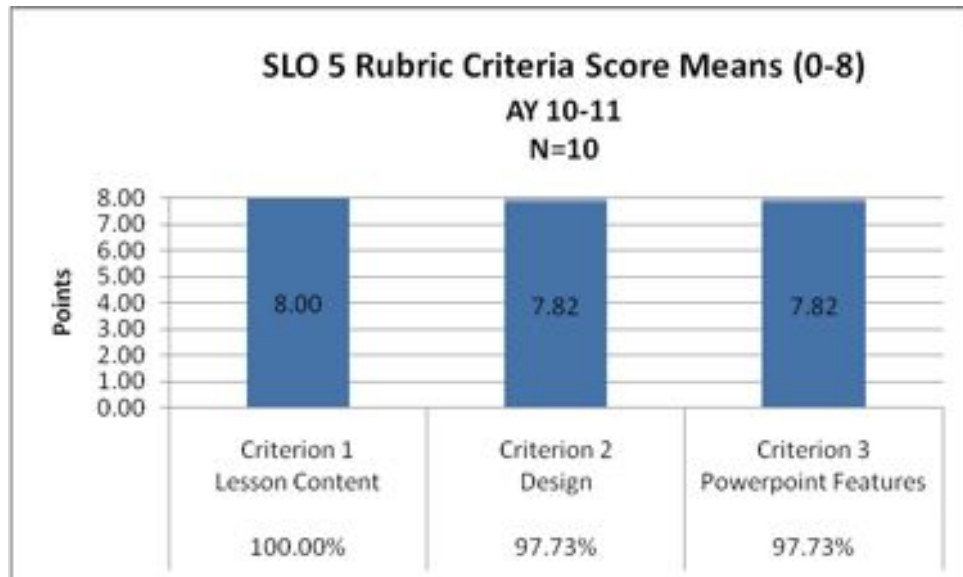
SLO 5 Rubric Criteria Score Means (0-8)
AY 10-11
N=10

Criterion 1 Lesson Content	Criterion 2 Design	Criterion 3 Powerpoint Features
8.00	7.82	7.82
100.00%	97.73%	97.73%

Outcome 6: Communicate information to other professionals in the education community

Figure 17

Reading and Language Arts AY10-11 Score Distribution-SLO 6

SLO6
AY 10-11
N=13

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO 6	76.92	23.08	0.00	0.00	0.00
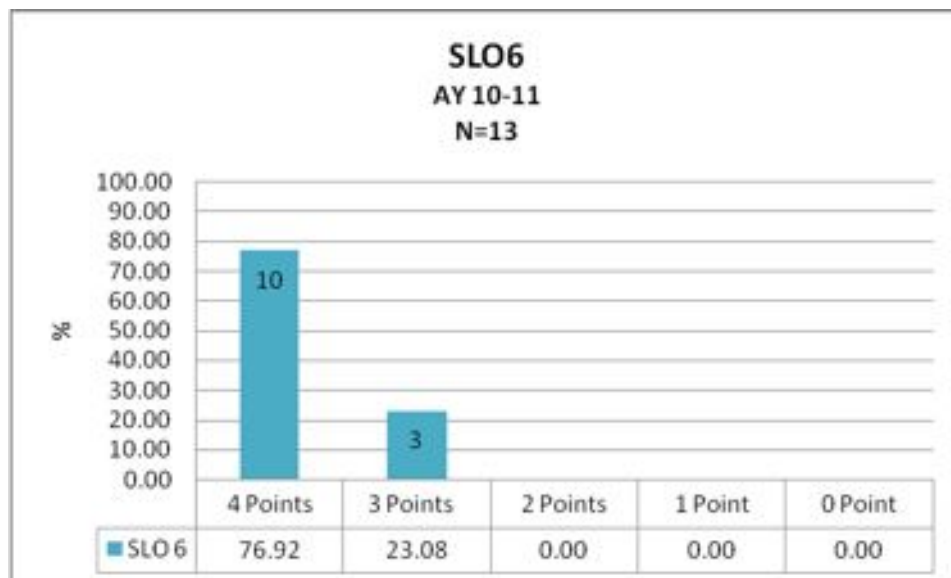
Figure 18

Reading and Language Arts AY10-11 Criteria Means-SLO 6

SLO 6 Rubric Criteria Score Means (0-4)
AY 10-11
N=13
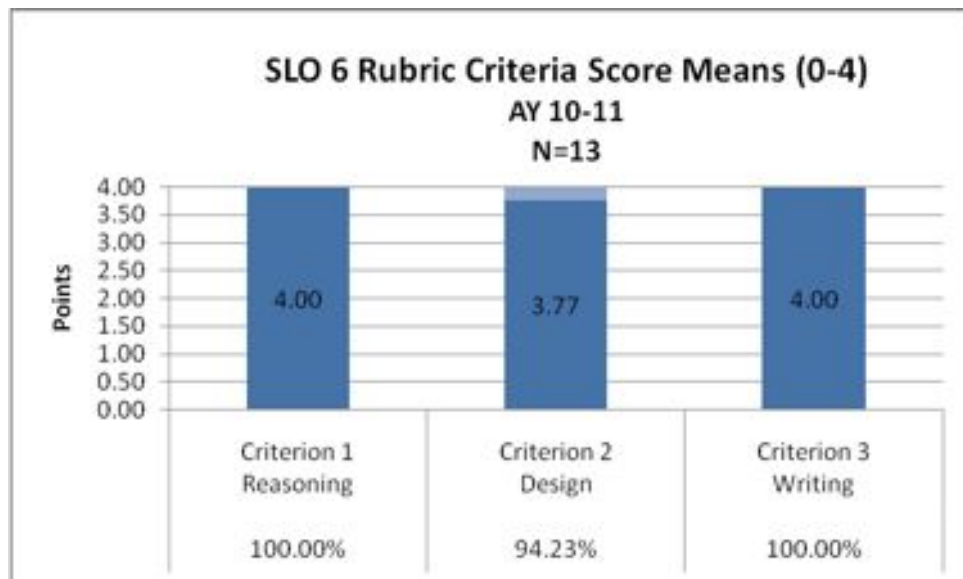
2009-10 Program Effectiveness Data

Reading & Language Arts Exit Survey Summary Report – Spring 2010

1. Gender

Item	Count	Percent %
Female	8	100.00%

2. Age

Item	Count	Percent %
30-34	3	37.50%
50 and above	2	25.00%
35-39	1	12.50%
40-44	1	12.50%
45-49	1	12.50%

3. Ethnicity (select one)

Item	Count	Percent %
Not Hispanic or Latino/a	6	75.00%
Hispanic or Latino/a	2	25.00%

4. Race (select one or more regardless of ethnicity)

Item	Count	Percent %
White	5	62.50%
Decline to state	2	25.00%
Asian	1	12.50%

5. Advanced Credential Programs

Item	Count	Percent %
Reading and Language Arts Credential	6	75.00%
Designated Subjects Credential	1	12.50%
Ed Specialist II Credential	1	12.50%

6. Master's Degrees

Item	Count	Percent %
Reading and Language Arts Master's Degree	7	87.50%
Curriculum and Instruction-Elementary Master's Degree	1	12.50%

7. Term

Item	Count	Percent %
Spring	7	87.50%
Winter	1	12.50%

8. Year

Item	Count	Percent %
2010	5	62.50%
2009	2	25.00%
2008	1	12.50%

9. How many years did it take you to complete the program? (Please include any educational leaves, time off from study, etc. in your calculation.)

Item	Count	Percent %
Between 2 and 3 calendar years	6	75.00%
Fewer than 2 calendar years	2	25.00%

10. How often did you seek program advising from either a staff or faculty member during your program?

Item	Count	Percent %
A few times per semester	3	37.50%
Once semester	2	25.00%
I don't remember	1	12.50%
Never	1	12.50%
Once a year	1	12.50%

11. Please rate your level of general satisfaction with each of the following:

Item	Very Satisfied	Satisfied	Not sure/Neutral	Dissatisfied	Very Dissatisfied	Total
The ongoing advisement and program information I have received from my faculty/program advisor.	75.0% 6	12.5% 1	12.5% 1			8
My advisor's knowledge of my program requirements.	75.0% 6	12.5% 1	12.5% 1			8
My advisor's availability to meet at times that are convenient for me.	75.0% 6	12.5% 1	12.5% 1			8
The quality of service/advising provided by the Graduate Office.	50.0% 4	37.5% 3	12.5% 1			8
The accuracy and thoroughness of the information provided on the program web site.	50.0% 4	37.5% 3	12.5% 1			8
The accuracy and thoroughness of the information provided on the college web site.	50.0% 4	37.5% 3	12.5% 1			8
The orientation provided by the department/program.	87.5% 7		12.5% 1			8
The resources and services in the university library.	62.5% 5	25.0% 2	12.5% 1			8
Average %	65.6%	21.9%	12.5%	0.0%	0.0%	64.0

12. Please rate your level of agreement with each of the following:

Item	Strongly Agree	Agree	Not sure/Neutral	Disagree	Strongly Disagree	Total
My instructors used instructional technology and media to effectively promote learning.	50.0% 4	37.5% 3	12.5% 1			8
My instructors expected us to use instructional technology and media in completing our assignments.	50.0% 4	37.5% 3	12.5% 1			8
In my program, I had sufficient opportunities to learn about using computer technology to enhance my academic and professional work.	62.5% 5	25.0% 2	12.5% 1			8
Average %	54.2%	33.3%	12.5%	0.0%	0.0%	24.0

13. Please indicate which of the following statements apply to you as a result of your program: (check all that apply)

Item	Count	Percent %
My academic and professional work is enhanced by the use of technology.	8	100.00%
I am able to evaluate the reliability and quality of online resources.	6	75.00%
I am familiar with most online resources in my field.	6	75.00%
I use technology ethically and responsibly (accessibility, fair use, security, safety, etc.)	6	75.00%

14. How important do you think it is to:

Item	Very Important	Important	Somewhat Important	Not That Important	Total
promote intellectual growth for ALL students/clients?	100.0% 8				8
promote personal growth for ALL students/clients?	75.0% 6	12.5% 1	12.5% 1		8
promote interpersonal growth for ALL students/clients?	75.0% 6	12.5% 1	12.5% 1		8
be a socially responsible leader?	75.0% 6	25.0% 2			8
value diversity among your students/clients?	87.5% 7		12.5% 1		8
collaborate with the community?	75.0% 6	25.0% 2			8
promote school or organizational improvement for all students/clients?	87.5% 7		12.5% 1		8
engage in research to inform your practice?	75.0% 6	25.0% 2			8
engage in ongoing evaluation of your practice?	87.5% 7	12.5% 1			8
Average %	81.9%	12.5%	5.6%	0.0%	72.0

15. To what degree has your program contributed to your ability to:

Item	A great deal	Somewhat	Not at all	Total
promote intellectual growth for ALL students/clients?	100.0% 8			8
promote personal growth for ALL students/clients?	75.0% 6	25.0% 2		8
promote interpersonal growth for ALL students/clients?	75.0% 6	25.0% 2		8
be a socially responsible leader?	100.0% 8			8
value diversity among your students/clients?	100.0% 8			8
collaborate with the community?	62.5% 5	37.5% 3		8
promote school or organizational improvement for all students/clients?	87.5% 7	12.5% 1		8
engage in research to inform your practice?	100.0% 8			8
engage in ongoing evaluation of your practice?	100.0% 8			8
Average %	88.9%	11.1%	0.0%	72.0

16. Faculty in my program demonstrated sensitivity to issues of diversity

Item	Count	Percent %
Strongly Agree	5	62.50%
Agree	2	25.00%
Not sure/Neutral	1	12.50%

17. I had opportunities to learn about concepts and issues of diversity in my program.

Item	Count	Percent %
Agree	4	50.00%
Strongly Agree	3	37.50%
Not sure/Neutral	1	12.50%

18. I had opportunities to learn how to engage students/clients of diverse backgrounds.

Item	Count	Percent %
Strongly Agree	4	50.00%
Agree	3	37.50%
Not sure/Neutral	1	12.50%

19. If you expect to stop using this email address in the future, please provide an alternative email address where we may contact you in the future.

Item	Count	Percent %
changc1127@yahoo.com	1	100.00%

20. Using the scale provided, how satisfied are you with how the Reading program helped you develop the following skills and knowledge?

Item	Very Satisfied	Satisfied	Not sure/Neutral	Dissatisfied	Very Dissatisfied	Total
Ability to diagnose reading, writing, and spelling strengths and needs.	75.0% 6	25.0% 2				8
Ability to plan appropriate instruction for all students based upon assessment data.	85.7% 6	14.3% 1				7
Understanding of the research in areas related to reading and language arts and its implication for instruction.	87.5% 7	12.5% 1				8
Knowledge of how to assume the role and responsibilities of a Reading/Language Arts Specialist.	75.0% 6	25.0% 2				8
Ability to base instructional decision on critical analysis and practical application of research.	87.5% 7	12.5% 1				8
Average %	82.1%	17.9%	0.0%	0.0%	0.0%	39.0

Summary and highlights of data from the Spring 2010 Exit Survey:
Participant's age range: 30-54 years old
Gender: 100% female (N=8)
Ethnicity: 2 Hispanic/Latina, 6 non Hispanic

General observations:
- There appeared to be 1 outlier on many of the content questions
- According to the Exit Survey, the college website was identified as an area with a lower satisfaction rating (50%), however that has been addressed with an updated version and newer information.

Q10-11. Advisement
- Sub-areas for further consideration:
  - Providing timely and convenient advisement

Q12-13. Academic Technology
- Sub-areas for further consideration
  - Increased application of technology in the classroom
  - Increased application of technology in field experiences

Q15. Collaboration
- Sub-area for further consideration
  - Explore ways to increase community collaboration

Q16-17. Diversity
- Sub areas for further consideration
    - Faculty sensitivity to diversity
    - Opportunities to learn about diversity issues

Q20. Overall satisfaction with the program
- Generally satisfied to very satisfied
- Sub area for further consideration
    - Ability to diagnose reading, writing, and spelling strengths and needs

2010-11 Program Effectiveness Data

Figure 19

7. Using the scale provided, how satisfied are you with how the Reading program helped you develop the following skills and knowledge?

	Very Satisfied	Satisfied	Not sure/ Neutral	Dissatisfied	Very Dissatisfied	Response Count
Ability to diagnose reading, writing, and spelling strengths and needs.	88.9% (8)	11.1% (1)	0.0% (0)	0.0% (0)	0.0% (0)	9
Ability to plan appropriate instruction for all students based upon assessment data.	88.9% (8)	11.1% (1)	0.0% (0)	0.0% (0)	0.0% (0)	9
Understanding of the research in areas related to reading and language arts and its implication for instruction.	66.7% (6)	33.3% (3)	0.0% (0)	0.0% (0)	0.0% (0)	9
Knowledge of how to assume the role and responsibilities of a Reading/Language Arts Specialist.	55.6% (5)	44.4% (4)	0.0% (0)	0.0% (0)	0.0% (0)	9
Ability to base instructional decision on critical analysis and practical application of research.	66.7% (6)	33.3% (3)	0.0% (0)	0.0% (0)	0.0% (0)	9
					answered question	9
					skipped question	0

Figure 20

11. Please rate your level of general satisfaction with each of the following:

	Very Satisfied	Satisfied	Not sure/Neutral	Dissatisfied	Very Dissatisfied	Response Count
The ongoing advisement and program information I have received from my faculty/program advisor.	77.8% (7)	22.2% (2)	0.0% (0)	0.0% (0)	0.0% (0)	9
My advisor's knowledge of my program requirements.	88.9% (8)	11.1% (1)	0.0% (0)	0.0% (0)	0.0% (0)	9
My advisor's availability to meet at times that are convenient for me.	88.9% (8)	11.1% (1)	0.0% (0)	0.0% (0)	0.0% (0)	9
The quality of service/advising provided by the Graduate Office.	55.6% (5)	33.3% (3)	11.1% (1)	0.0% (0)	0.0% (0)	9
The accuracy and thoroughness of the information provided on the program web site.	55.6% (5)	44.4% (4)	0.0% (0)	0.0% (0)	0.0% (0)	9
The accuracy and thoroughness of the information provided on the college web site.	33.3% (3)	66.7% (6)	0.0% (0)	0.0% (0)	0.0% (0)	9
The orientation provided by the department/program.	55.6% (5)	33.3% (3)	11.1% (1)	0.0% (0)	0.0% (0)	9
The resources and services in the univeristy library.	77.8% (7)	22.2% (2)	0.0% (0)	0.0% (0)	0.0% (0)	9
					answered question	9
					skipped question	0

Figure 21

13. Please rate your level of agreement with each of the following:

	Strongly Agree	Agree	Not sure/ Neutral	Disagree	Strongly Disagree	Response Count
My instructors used instructional technology and media to effectively promote learning.	55.6% (5)	44.4% (4)	0.0% (0)	0.0% (0)	0.0% (0)	9
My instructors expected us to use instructional technology and media in completing our assignments.	55.6% (5)	44.4% (4)	0.0% (0)	0.0% (0)	0.0% (0)	9
In my program, I had sufficient opportunities to learn about using computer technology to enhance my academic and professional work.	66.7% (6)	22.2% (2)	11.1% (1)	0.0% (0)	0.0% (0)	9
					answered question	9
					skipped question	0

Figure 22

15. Please indicate which of the following statements apply to you as a result of your program: (check all that apply)

		Response Percent	Response Count
I am able to locate online resources in my field.		100.0%	9
I use technology ethically and responsibly (accessibility, fair use, security, safety, etc.).		88.9%	8
I am able to evaluate the reliability and quality of online resources.		88.9%	8
My academic and professional work is enhanced by the use of technology.		88.9%	8
	answered question		9
	skipped question		0

Figure 23

Page 16, Q16. How might your program better use technology to improve learning?		
1	It's hard to say since every school in which we were employed in has different technology available to us.	May 1, 2011 5:49 AM
2	It would be great if all teachers used technology equally.	Apr 21, 2011 10:53 AM
3	I was very satisfied with the use of technology in the program.	Apr 20, 2011 2:36 PM
4	Having every teacher be on blackboard to post current grades, syllabi, etc.	Apr 20, 2011 12:30 PM

Figure 24

19. To what degree has your program contributed to your ability to:	A great deal	Somewhat	Not at all	Response Count
promote intellectual growth for ALL students/clients?	77.8% (7)	22.2% (2)	0.0% (0)	9
promote personal growth for ALL students/clients?	88.9% (8)	11.1% (1)	0.0% (0)	9
promote interpersonal growth for ALL students/clients?	77.8% (7)	22.2% (2)	0.0% (0)	9
be a socially responsible leader?	88.9% (8)	11.1% (1)	0.0% (0)	9
value diversity among your students/clients?	88.9% (8)	11.1% (1)	0.0% (0)	9
collaborate with the community?	55.6% (5)	44.4% (4)	0.0% (0)	9
promote school or organizational improvement for all students/clients?	88.9% (8)	11.1% (1)	0.0% (0)	9
engage in research to inform your practice?	88.9% (8)	11.1% (1)	0.0% (0)	9
engage in ongoing evaluation of your practice?	100.0% (9)	0.0% (0)	0.0% (0)	9
			answered question	9
			skipped question	0

Summary and highlights of data from the Spring 2011 Exit Survey:

Participants' age range: 25-44 years old

Gender: 100% Female (N=9)

Ethnicity: 1 Hispanic/Latina; 1 Asian; 6 White; 2 declined to state

Q7. Developing knowledge and skills

- Sub-area(s) for further consideration:
  - Understanding research related to instruction
  - Role and responsibilities of the Reading/language arts specialist

Q11. General satisfaction with the program

- Sub-areas for further consideration:
    - The accuracy and thoroughness of the college and program websites
    - Program orientation

Q13/15. Instructional technology and media

- Sub-area(s) for further consideration:
    - Opportunities to learn about using computer technology to enhance academic and professional work

Q16. Comments about improving technology for learning

- "It's hard to say since every school in which we were employed in has different technology available to us."
- "it would be great if all teachers used technology equally."
- "I was very satisfied with the use of technology in the program."
- "Having every teacher be on blackboard to post current grades, syllabi, etc."

Q19. Program contributing to facets of professional experience

- Sub-area(s) for further consideration:
    - Collaboration with the community

General comments included in the survey:

- "Dr. Theurer was an amazing advisor and professor throughout the program!"
- "I loved the MA program for reading and language arts. I think these classes are invaluable for all teachers, especially at the elementary level. Dr. Theurer is an excellent advisor and teacher. She leads with enough direction to leave students free to research and grow on their own."
- "Dr. Xu always incorporated technology into every class I took with her."

Additional candidate performance highlights of program impact:

a. Rita Suh developed a community family literacy program in Hawthorne in collaboration with the Hawthorne Unified School District and the Public Library System.

b. Robyn Reese nominated as Outstanding Teacher in LAUSD

c. Carol Truitt was promoted to be the District-wide Literacy Resource Specialist for the Torrance Unified School District.

d. Alexandra Duvnjak and Carolyn Holmes earned National Board Certification with a Specialization in Early and Middle-Childhood/Literacy: Reading-Language Arts.

e. Three former candidates completed their Administrative Credentials. They are Carolyn Holmes, Jeannette Gutierrez, and Laura Miller.

f. Caroline Muscato became National Board Certified.

g. Dana Tate began the Doctor of Education (Ed.D.) program in School Leadership at USC.

h. Edward Sarnoff stated that "After two years of the program, I was able to use reading theory to direct my teaching practices. As a result, I was able to help guide my 4th grade class from 7/28 proficient CST LA 3rd to 19/28 proficient by the end of their 4th grade year."

i. Cara Vorhies will be applying to an Ed.D. program for Fall 2012

PART III – Analyses and Discussion of Candidate and Program Data

The following discussion combines data from the past two years 2009-10 and 2010-11.

- Overall, the program is meeting its Student Learning Outcome goals across the six SLOs with an average of 3.64 out of 4.00.

- The highest area was SLO #3 at 3.79- Design and deliver appropriate instruction in reading/language arts for all students including diverse learners, based upon assessment results.

- The lowest area was SLO #4 at 3.20- Articulate and applies theoretical foundations in reading/language arts to current theory and research. A strategy that has shown great promise is the use of a mentor text to demonstrate how theory and research are articulated and applied.

- In SLO #2 (Assess and evaluate students' strengths, needs, and achievement in literacy by using a variety of measures), Criterion #3- Intervention plan; there was reported score of 78.57%, the lowest of all the criterion scores. As a faculty, we determined that the low score reflected the need for closer review among cross age group experienced teachers. In other words, secondary teachers were not as adept at responding to the instruction needs of elementary students and elementary teachers tended to assign developing level activities to secondary students.

- Although SLO #5 (Integrate technology into reading/language arts instruction) is considered a strong area in the program with a 3.70 score, it was determined that increased demonstration and use of instructional technology should be evident across the entire program and not limited to the EDRG 543 course alone. This prompted the consideration for offering the first 12 units of the program for the California Reading Certificate as a hybrid (face to face & online) course. Other institutions, such as UC Irvine offer a fully online certificate of reading program, which prospective applicants inquire about frequently. Although this may create some additional challenges to faculty, the instructional tools are currently in place at CSULB.

- According to the Exit Survey, the college website was identified as an area with a lower satisfaction rating (50%), however that has been addressed with an updated version and newer information.

- Also in the Exit Survey, the instructors' use of technology received a lower satisfaction rating (50%) prompting the need for increased use of instructional technology across the program.

- An identified strength of the program was the level of satisfaction with the opportunities for professional and intellectual growth with ratings of 87.5-100%.

- The Exit Survey and the SLO data both confirmed the need to address student interventions in reading, writing, and spelling.

- Of note is the difference in emphasis from the previous report to this years' report. The action items tended to be more focused on addressing the functional aspects of the newly implemented Unit-wide Assessment System. Action items were characterized by making adjustments to rubric criteria and clarification of SLOs and signature assignments.

- An area to continue to address is guiding candidates in the peer review process for consuming and utilizing the research literature and the development of quality instructional intervention plans.

- The other area of action is in supplying students with quality examples of research reviews and intervention plans. Student examples have been incorporated; however the use of a mentor text particularly with research literature reviews will be an important addition to the program.

Part IV – Use of Assessment Results to Improve Candidate and Program Performance

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?	Applicable Common or Program Standard
First	Rewrite the program in alignment with the new CTC Standards	Dr. Boyd-Batstone	Oct. 2011	2011 CTC standards 1-10
Second	Examine field-based case studies across grade level areas of expertise by pairing up secondary and elementary teachers.	Dr. Xu, Dr. Theurer Dr. Boyd-Batstone	Begin Spring 2011	CTC: RLAA/LLSCP Standards 2, 3, 5,9
Second	Use mentor texts to help students understand the process of utilizing educational research principally in the EDRG 540, EDRG 544, EDRG 556 courses. Encourage students to participate in the College Graduate Research Colloquium.	Dr. Boyd-Batstone Dr. Theurer and participating faculty	Begin Summer 2011	CTC: RLAA/LLSCP Standards 1, 6, 7
Third	Increase the use of appropriate instructional technologies across all courses Offer selected courses in a hybrid (face-to-face and online format)	Dr. Xu Dr. Theurer Dr. Boyd-Batstone and participating faculty	Begin Summer 2011	CTC : RLAA/LLSCP Standards 2, 3, 4,5
Third	Consider for the mid-term future of offering the first 12 units that correspond to the California Reading Certificate as a hybrid (face to face & online) series of courses	Dr. Boyd-Batstone and participating faculty	Begin Fall 2011	CTC : RLAA/LLSCP Standards 2, 3, 4,5

Data Discussion Guide

Please complete the following form and <u>forward it to the Assessment Office with your final report</u>. This will serve as a record of your workshop discussion.

Date of Workshop Discussion: <u>November 15, 2010</u>

Purpose: <u>Review and discuss 2010 program data and exit survey</u>

Attendees:

Paul Boyd-Batstone (Professor)	**Joan Theurer (Associate Professor)**
Shelley Xu (Professor)	**Carole Cox (Professor)**
Stacy Griffin (Adjunct lecturer)	**Michael Fender (Linguistics Dept.)**

Graduate Program for Reading and Language Arts
November 15, 2010
Minutes
ED2-218

1. Faculty members present: Paul Boyd-Batstone, Joan Theurer, Shelley Xu, Carole Cox, Stacy Griffin, Michael Fender

2. Announcements: Program Changes (3 years teaching experience); Next year rewriting the program documents to map onto the new Certificate and Credential Standards

3. Review data from the signature assignments

   a. Overall, the program is meeting its Student Learning Outcome goals across the six SLOs with an average of 3.64 out of 4.00.

   b. The highest area was SLO #3 at 3.79- Design and deliver appropriate instruction in reading/language arts for all students including diverse learners, based upon assessment results.

c. The lowest area was SLO #4 at 3.20- Articulate and applies theoretical foundations in reading/language arts to current theory and research. A strategy that has shown great promise is the use of a mentor text to demonstrate how theory and research are articulated and applied.

d. In SLO #2 (Assess and evaluate students' strengths, needs, and achievement in literacy by using a variety of measures), Criterion #3- Intervention plan; there was reported score of 78.57%, the lowest of all the criterion scores. As a faculty, we determined that the low score reflected the need for closer review among cross age group experienced teachers. In other words, secondary teachers were not as adept at responding to the instruction needs of elementary students and elementary teachers tended to assign developing level activities to secondary students.

e. Although SLO #5 (Integrate technology into reading/language arts instruction) is considered a strong area in the program with a 3.70 score, it was determined that increased demonstration and use of instructional technology should be evident across the entire program and not limited to the EDRG 543 course alone. This prompted the consideration for offering the first 12 units of the program for the California Reading Certificate as a hybrid (face to face & online) course. Other institutions, such as UC Irvine offer a fully online certificate of reading program, which prospective applicants inquire about frequently. Although this may create some additional challenges to faculty, the instructional tools are currently in place at CSULB.

4. Review alumni survey

a. According to the Exit Survey, the college website was identified as an area with a lower satisfaction rating (50%), however that has been addressed with an updated version and newer information.

b. Also in the Exit Survey, the instructors' use of technology received a lower satisfaction rating (50%) prompting the need for increased use of instructional technology across the program.

c. An identified strength of the program was the level of satisfaction with the opportunities for professional and intellectual growth with ratings of 87.5-100%.

d. The Exit Survey and the SLO data both confirmed the need to address student interventions in reading, writing, and spelling.

Data Discussion Guide

Please complete the following form and <u>forward it to the Assessment Office with your final report</u>. This will serve as a record of your workshop discussion.

Date of Workshop Discussion: _____November 14, 2011_____

Purpose: _____Review and discuss 2010 program data and exit survey_____

Attendees:

Paul Boyd-Batstone (Professor)   Joan Theurer (Associate Professor)

Shelley Xu (Professor)   Ruth Knudson (Professor)

Graduate Program for Reading and Language Arts
November 14, 2011
Minutes
ED2-218

1. Faculty members present: Paul Boyd-Batstone, Joan Theurer, Shelley Xu, Ruth Knudson

2. Announcements: Program Changes (3 years teaching experience); Next year rewriting the program documents to map onto the new Certificate and Credential Standards

3. Review data from the signature assignments

   a. Generally the SLOs show a high level of attainment (3.70-3.79) in all but one area.

   b. The lowest of the SLO #4 at 3.20- Articulate and applies theoretical foundations in reading/language arts to current theory and research. A strategy that has shown great promise is the use of a mentor text to demonstrate how theory and research are articulated and applied. The discussion that followed considered establishing a coordinated emphasis in the three foundational classes of theory and research (EDRG 540, 544, & 556). EDRG 540 is offered at the start of the program. Students, however, had mentioned to faculty that

they would have preferred taking EDRG 544 Foundations of Literacy Research, prior to EDRG 556, Theoretical Models and Processes of Reading, in order to better understand the research methods and data addressed in the various reading models. It was also discussed to not only address current research, but to orient students to the seminal studies that influence current research and practice. A final suggestion was to encourage students to participate in the Graduate Research Colloquium to share poster presentations of their case studies work.

c.   In SLO #3 (Assess and evaluate students' strengths, needs, and achievement in literacy by using a variety of measures), Criterion #3- Intervention plan; there was reported score of 78.57%, the lowest of all the criterion scores. As a faculty, we determined that the low score reflected the need for closer review among cross age group experienced teachers. In other words, secondary teachers were not as adept at responding to the instruction needs of elementary students and elementary teachers tended to assign developing level activities to secondary students.

d.   Although SLO #5 (Integrate technology into reading/language arts instruction) is considered a strong area in the program with a 3.70 score, it was determined that increased demonstration and use of instructional technology should be evident across the entire program and not limited to the EDRG 543 course alone. This prompted the consideration for offering the first 12 units of the program for the California Reading Certificate as a hybrid (face to face & online) course. Other institutions, such as CSU Fullerton offer a fully online certificate of reading program, which prospective applicants inquire about frequently. Although this may create some additional challenges to faculty, the instructional tools are currently in place at CSULB.

Commission on Teacher Credentialing
Biennial Report
(For Institutions in the Red, Green, and Indigo Cohort Due Summer/Fall 2011)

Academic Years 2009-10 and 2010-11

Institution	California State University, Long Beach
Date report is submitted	Fall 2011
Program documented in this report	School Counseling
Name of Program	School Counseling
Credential awarded	Pupil Personnel Services/School Counseling

Is this program offered at more than one site? No

If yes, list all sites at which the program is offered

Program Contact	Carlos P. Hipolito-Delgado
Phone #	562-985-8646
E-Mail	chipoli2@csulb.edu

If the preparer of this report is different than the Program Contact, please note contact information for that person below:

Name:	
Phone #	
E-mail	

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

PART I – Contextual Information

The Master of Science in Counseling (School Counseling Option) and the Pupil Personnel Services School Counseling Credential Programs are designed to prepare counselors to work in urban elementary, middle, and high schools. Both programs support a comprehensive, developmental, and collaborative school counseling model. Based upon the American School Counselor Association's (ASCA) National Standards for K-12 School Counseling Programs, the ACSA National Model and the Education Trust's Transformed School Counselor Initiative, our programs further supports a balanced, holistic approach that considers the academic, college and career development, and personal/social needs of K-12 students. Graduates are expected to become proactive leaders who will advocate for their students and themselves, as counseling professionals working toward equity, achievement, and opportunity for all students.

For the 09/10 school year, there were two full-time faculty members and three part-time lecturers. For the 10/11 school year, there was 1 full-time faculty member, one .5 time faculty member, and four part-time lecturers. This program is a high-demand program with over 140 applicants per year. 26 students from this applicant pool matriculated in the 09/10 school year and 24 students matriculated in the 10/11 school year.

Table 1

Program Student Learning Outcomes and Relevant Standards

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7	Outcome 8	Outcome 9	Outcome 10	Outcome 11
SLOs	Discuss the issues and problems faced by youth in urban settings and the appropriate counseling interventions to address them.	Describe and address key issues pertaining to counseling in school settings, including professional, ethical, and legal issues, and issues of diversity (including race/ethnicity, gender, disabilities, sexual orientation, and others).	Describe and demonstrate the role of the school counselor regarding coordination and delivery of comprehensive school counseling programs.	Demonstrate and apply knowledge of ASCA's Ethical Standards for School Counselors and the American Counseling Association's Code of Ethics.	Employs counseling skills for effective individual counseling.	Use technological tools for college and career exploration and relevant counselor resource websites.	Critically interpret and evaluate school counseling related literature.	Demonstrate effective written skills.	Demonstrate effective oral communication skills.	Articulate their personal philosophy of school counseling.	Describe the role of the professional school counselor according to the American School Counselor Association (ASCA) and within the domains of academic, career, and personal/social counseling.
Signature Assignment(s)	Facilitated discussion (695C)	Comp exam question 2	Presentation (644A)	Ethical dilemma present. (695C)	Counseling skills eval (607)	Topics-higher ed planning present 507)	Literature critique (695C)	Final paper (695C)	Ethical dilemma present. (695C)	Final paper (695C)	Presentation (644A)
National Standards	Counseling, prevention, intervention; Diversity & advocacy	Foundations; Diversity & advocacy	Foundations; Assessment; Collaboration & Consultation	Foundations	Counseling, prevention, intervention		Research & evaluation			Foundations	Foundations; Academic development; Leadership
State Standards	19 Academic development; 20 Career development; 21 Personal/ social developmen t	18 Professionalism; 22 Leadership; 23 Advocacy	17 Foundations; 22 Leadership; 23 Advocacy; 24 Learning, achievement, & instruction; 27 Collaboration, coordination, team building; 28 Organizational	18 Professionalism	25 Individual counseling; 26 Group counseling	20 Program evaluation and technology	20 Program evaluation and technology			18 Professionalism	17 Foundations; 18 Professionalism; 19 Academic development; 20 Career development; 21 Personal/social development

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7	Outcome 8	Outcome 9	Outcome 10	Outcome 11
	t		systems & program development; 29 Prevention education & training								
Conceptual Framework	Values Diversity, School Improvement, Prepares Leaders	Prepares Leaders, Values Diversity	Prepares Leaders, School Improvement, Values Diversity, Service and Collaboration, Research and Evaluation	Prepares Leaders, Values Diversity	Prepares Leaders, Promotes Growth	Promotes Growth, Values Diversity	Research and Evaluation	Promotes Growth	Prepares Leaders, School Improvement	Prepares Leaders, Promotes Growth, Values Diversity, Service and Collaboration	Values Diversity, School Improvement, Prepares Leaders
NCATE Elements	Student Learning	Knowledge & Skills - Other	Knowledge & Skills - Other	Professional Dispositions	Knowledge & Skills - Other	Knowledge & Skills - Other	Knowledge & Skills - Other	Knowledge & Skills - Other	Knowledge & Skills - Other	Professional Dispositions	Knowledge and & - Other

Table 2

Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)

	Transition Point 1 Admission to Program					
	2009-2010			2010-2011		
	Applied	**Accepted**	**Matriculated**	**Applied**	**Accepted**	**Matriculated**
TOTAL	144	27	26	142	36	24

Table 3

Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)[1]

	Transition Point 2 Advancement to Culminating Experience	
	2009-2010	**2010-2011**
Thesis (698)[2]	1	-
Comps	21	15

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[1] Data are reported Summer term through Spring term (e.g., Summer 2009-Spring 2010 for the 2009-10 academic year.)

[2] This is data on students who were enrolled in thesis work during Fall 2007 and Spring 2008. This figure may include students who actually "crossed into" this transition point prior to Fall 2007 and were still making progress on their theses at this time.

Table 4

Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)

	Transition Point 3 Exit	
	2009-2010	**2010-2011**
Degree	19	17
Credential[3]	22	15

Table 5

Faculty Profile 2009-2011[4]

Status	**2009-2010**	**2010-2011**
Full-time TT/Lecturer	2	1
Part-time Lecturer	3	5
Total:	5	6

PART II – Candidate Assessment/Performance and Program Effectiveness Information

a) What are the primary candidate assessment(s) the program uses up to and through recommending the candidate for a credential?

b) What additional information about candidate and program completer performance or program effectiveness is collected and analyzed that informs programmatic decision making?

---

[3] Data for Initial and Advanced Credential Programs reflects students who have filed for their credential with the Credential Office. These data generally include students who have completed the program one or more years prior to filing their credential request, particularly related to the advanced credential programs. Data are reported for Summer 2009 through Spring 2011.

[4] Figures include headcounts of individual faculty who taught in the program during the academic year. Faculty who teach in multiple programs are counted in each.

Table 6

Program Student Learning Outcomes and Signature Assignments

| Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
SLO 1: Discuss the issues and problems faced by youth in urban settings and the appropriate counseling interventions to address them.	COUN 695C: Facilitated Discussion	Either individually, in pairs, or in groups of three or four (depending upon size of class), students will facilitate a 50-60 minute class discussion on one of several possible selected topics such as school violence, child abuse, racism in the schools, working with LGBTQ students, alcohol and other drug abuse, gender issues in the schools, students with eating disorders / other body image issues, working with students with disabilities, suicide, self-mutilation / other forms of self-harm, etc.
SLO 2: Describe and address key issues pertaining to counseling in school settings, including professional, ethical, and legal issues, and issues of diversity (including race/ethnicity, gender, disabilities, sexual orientation, and others).	Comprehensive Exam	The School Counseling Comprehensive Examination is a six-hour supervised exam taken by all non-thesis students in December or May of their final semester in the program. It consists of three (3) questions. Question Two deals with the role of the school counselor in addressing critical issues such as those included in SLO #2. Students have three hours to complete Question Two and Question Three.
SLO 3: Describe and demonstrate the role of the school counselor regarding coordination and delivery of comprehensive school counseling programs.	COUN 644A: Presentation	
SLO 4: Demonstrate and apply knowledge of ASCA's Ethical Standards for School Counselors and the American Counseling Association's Code of Ethics.	COUN 695C: Ethical Dilemma Presentation	Either individually, in pairs, or in groups of three or four (depending upon size of class), students will prepare and deliver a presentation/discussion of 40-45 minutes, including questions, on one of three to five (depending upon size of class) school-based ethical dilemmas that will be distributed in class.
SLO 5: Employs counseling skills for effective individual counseling.	COUN 607: Counseling Skills Evaluation	This course has been designed to provide candidates with an opportunity to work with individual children and adolescents under supervision in a counseling setting. Practical application of theoretical counseling approaches to cases involving academic, career, personal, and social adjustment will be undertaken, with consultation, supervision, and case management provide by the instructor and on-site school counselors. During the course candidates will deliver one-one-one counseling to a client for a period of 8 weeks during which the instructor will observe and evaluate the candidate's counseling skills based on

| Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
		the rubric below.
SLO 6: Deliver classroom guidance around college and career exploration and deliver presentation of a college planning/preparation process.	COUN 507: Topics Higher-Ed Planning	In groups of 3 – 4, candidates will explore a designated topic in higher education planning and prepare a two-part presentation using on line resources and materials to deliver the information to both students and counselors.
SLO 7: Critically interpret and evaluate school counseling related literature.	COUN 695C: Literature Critique	During class, students will write a critique of a brief research article that will be assigned reading for that date. They will be aware (per course syllabus) that they will be asked to write this literature critique on the date specified in the course outline.
SLO 8: Demonstrate effective written skills.	COUN 695C: Final Paper	In an 8-12 page paper, students will describe their philosophy of counseling and theoretical approach in relation to their work as an emerging professional school counselor.
SLO 9: Demonstrate effective oral communication skills.	COUN 695C: Ethical Dilemma Presentation	Either individually, in pairs, or in groups of three or four (depending upon size of class), students will prepare and deliver a presentation/discussion of 40-45 minutes, including questions, on one of three to five (depending upon size of class) school-based ethical dilemmas that will be distributed in class
SLO 10: Articulate their personal philosophy of school counseling.	COUN 695C: Final Paper	In an 8-12 page paper, students will describe their philosophy of counseling and theoretical approach in relation to their work as an emerging professional school counselor.
SLO 11: Describe the role of the professional school counselor according to the American School Counselor Association (ASCA) and within the domains of academic, career, and personal/social counseling.	COUN 644A: Presentation	

Table 7

Program Effectiveness Data

Data Collection Instrument	When Administered
Exit Survey	Spring
Alumni Survey	Spring

c) Include aggregated data from 4-6 instruments that were described in (a) and (b).

2009-10 Student Learning Data

Figure 1

School Counseling AY09-10 SLOs Comparison
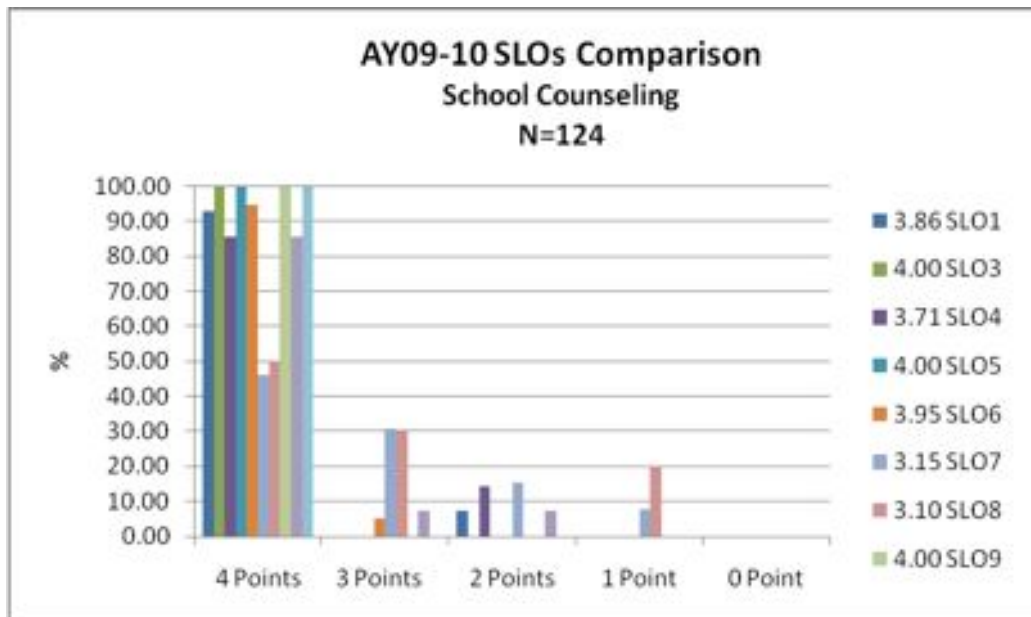
Figure 2

School Counseling AY09-10 SLO Means
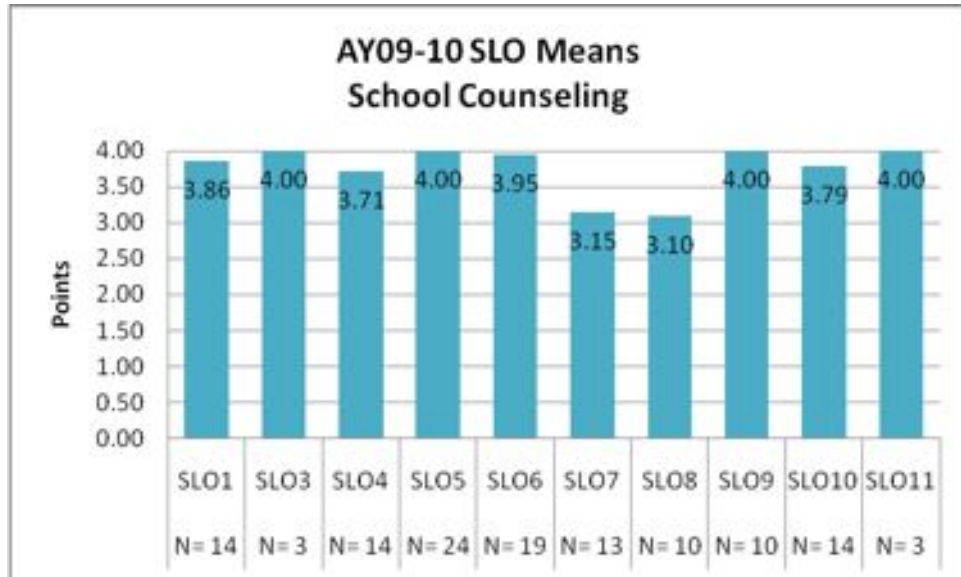
AY09-10 SLO Means
School Counseling

	SLO1	SLO3	SLO4	SLO5	SLO6	SLO7	SLO8	SLO9	SLO10	SLO11
Points	3.86	4.00	3.71	4.00	3.95	3.15	3.10	4.00	3.79	4.00
N	N=14	N=3	N=14	N=24	N=19	N=13	N=10	N=10	N=14	N=3

Outcome 1: Discuss the issues and problems faced by youth in urban settings and the appropriate counseling interventions to address them.

Figure 3

School Counseling AY09-10 Score Distribution-SLO 1

SLO 1
AY09-10
N=14

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO1	92.86	0.00	7.14	0.00	0.00
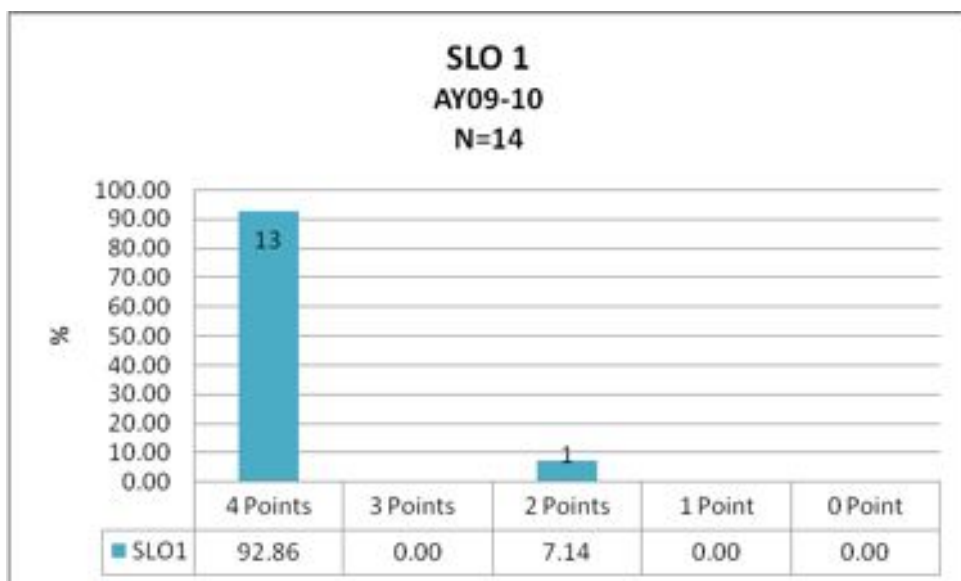
Outcome 3: Describe and demonstrate the role of the school counselor regarding coordination and delivery of comprehensive school counseling programs.

Figure 4

School Counseling AY09-10 Score Distribution-SLO 3

SLO 3
AY09-10
N=3

	4 Points	3 Points	2 Points	1 Point	0 Point
■ SLO3	100.00	0.00	0.00	0.00	0.00

Outcome 4: Demonstrate and apply knowledge of ASCA's Ethical Standards for School Counselors and the American Counseling Association's Code of Ethics.

Figure 5

School Counseling AY09-10 Score Distribution-SLO 4

SLO 4
AY09-10
N=14

	4 Points	3 Points	2 Points	1 Point	0 Point
■ SLO4	85.71	0.00	14.29	0.00	0.00
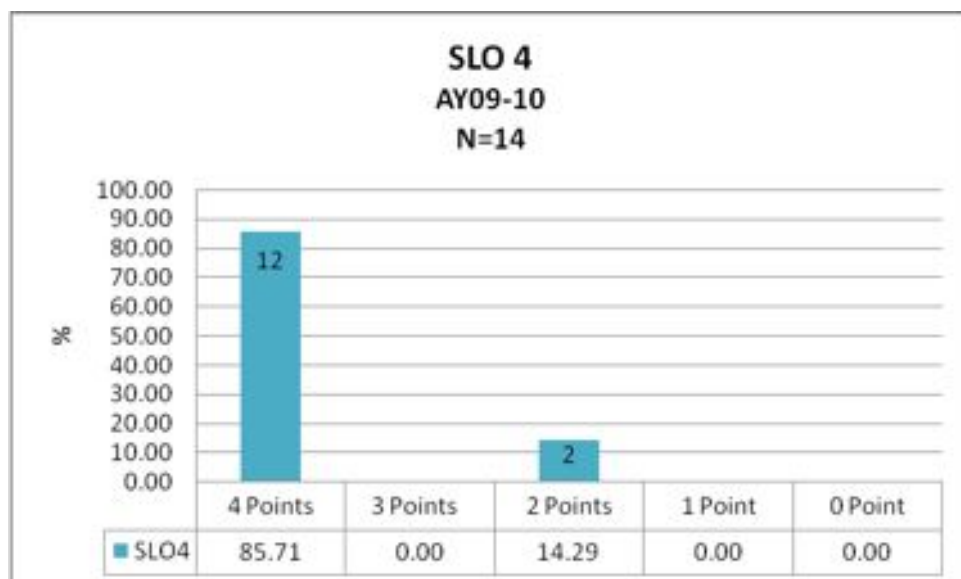
Outcome 5: Employs counseling skills for effective individual counseling.

Figure 6

School Counseling AY09-10 Score Distribution-SLO 5
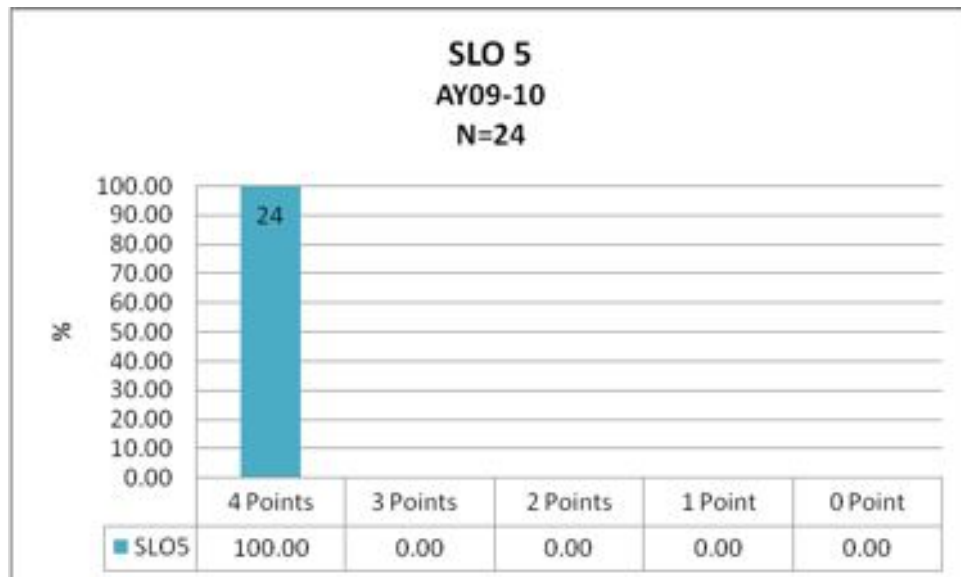
Figure 7

School Counseling Fall 2009 Criteria Means-SLO 5
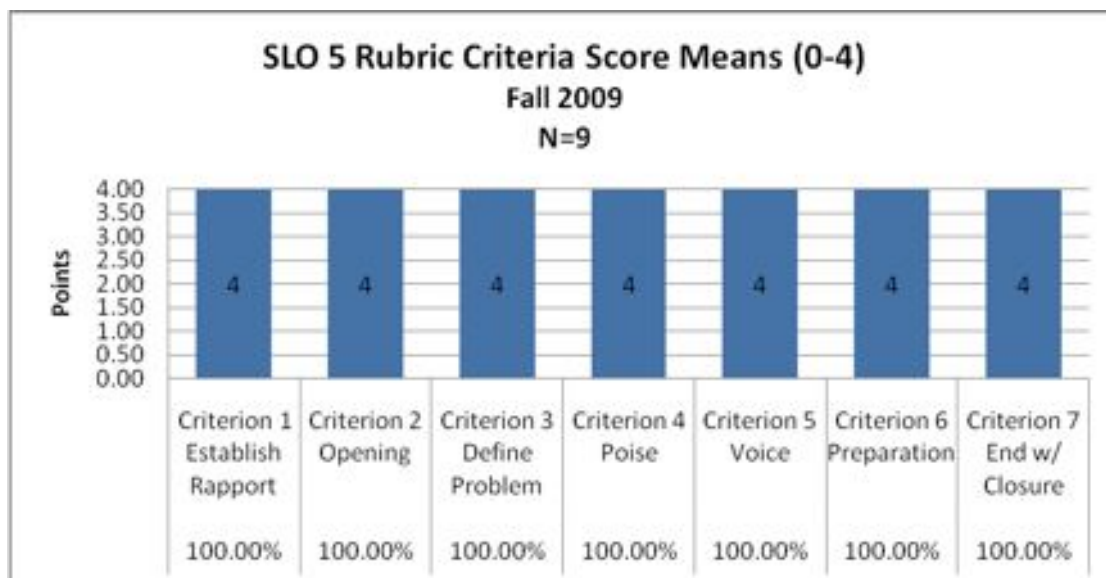
Outcome 6: Deliver classroom guidance around college and career exploration and deliver presentation of a college planning/preparation process.

Figure 8

School Counseling AY09-10 Score Distribution-SLO 6
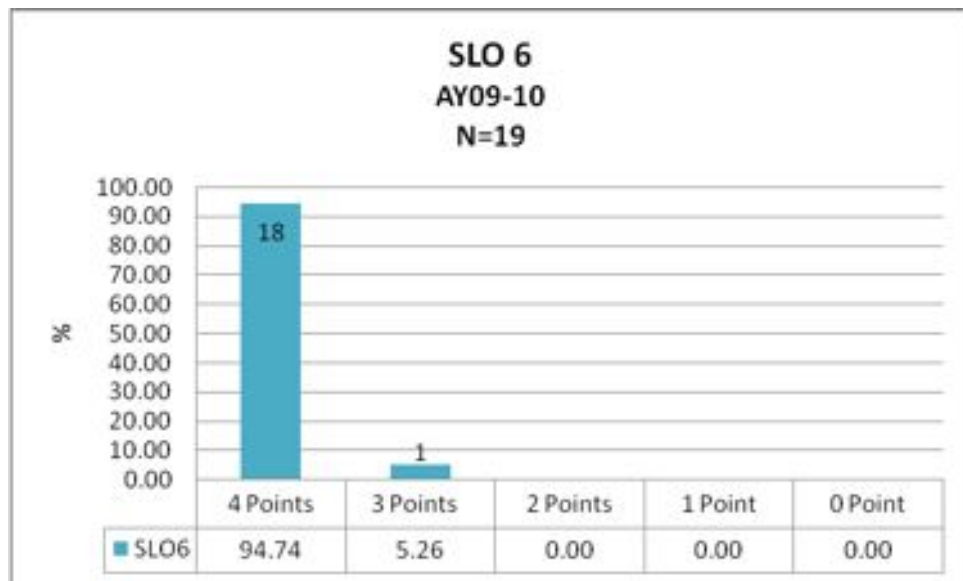
SLO 6
AY09-10
N=19

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO6	94.74	5.26	0.00	0.00	0.00

Outcome 7: Critically interpret and evaluate school counseling related literature.

Figure 9

School Counseling AY09-10 Score Distribution-SLO 7

SLO 7
AY09-10
N=13

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO7	46.15	30.77	15.38	7.69	0.00
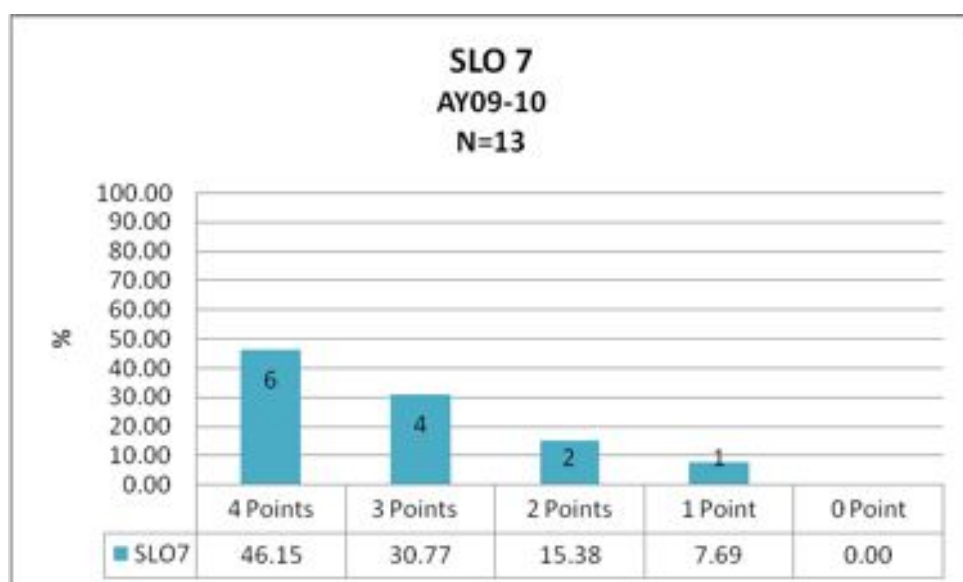
Outcome 8: Demonstrate effective written skills.

Figure 10

School Counseling AY09-10 Score Distribution-SLO 8

SLO 8
AY09-10
N=10

	4 Points	3 Points	2 Points	1 Point	0 Point
■ SLO8	50.00	30.00	0.00	20.00	0.00
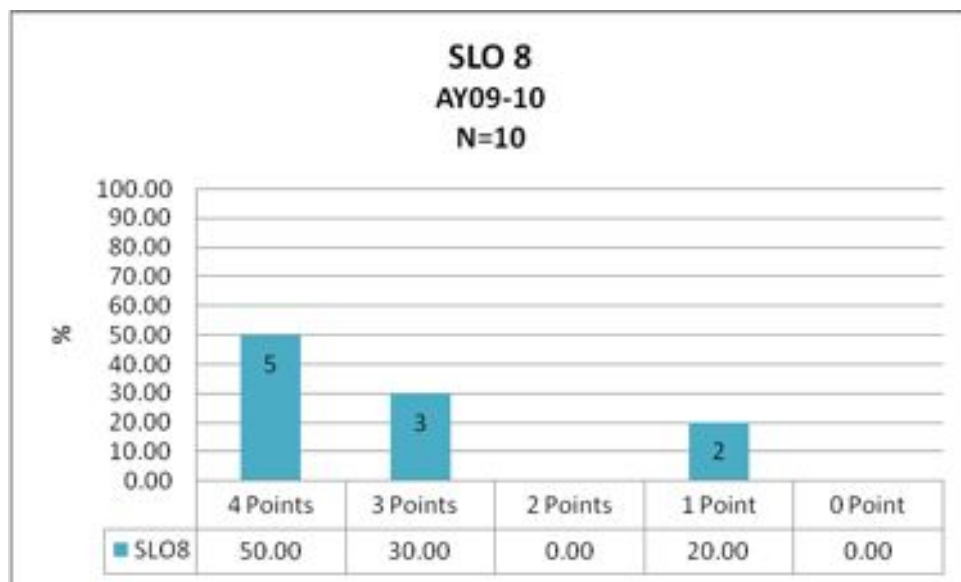
Outcome 9: Demonstrate effective oral communication skills.

Figure 11

School Counseling AY09-10 Score Distribution-SLO 9

SLO 9
AY09-10
N=10

	4 Points	3 Points	2 Points	1 Point	0 Point
■ SLO9	100.00	0.00	0.00	0.00	0.00
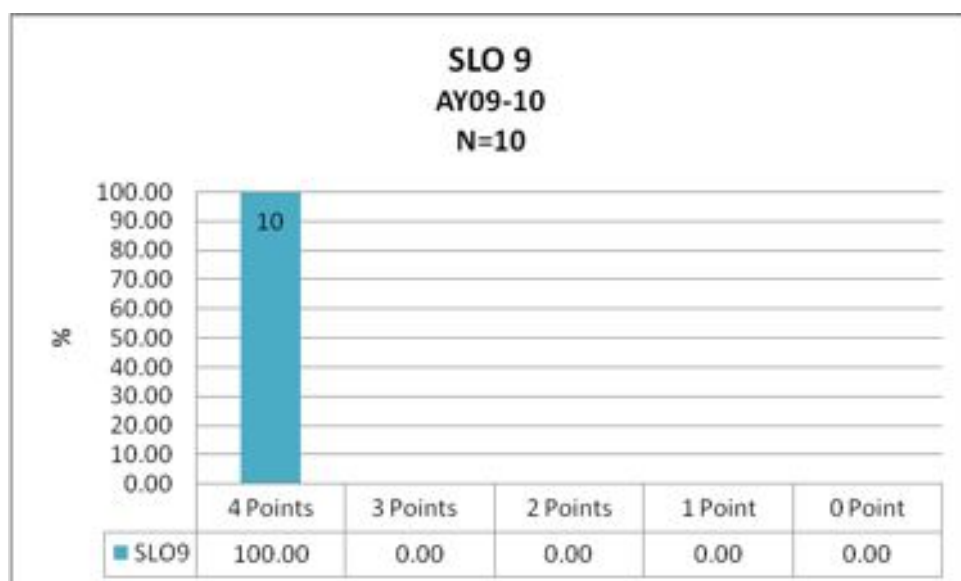
Outcome 10: Articulate their personal philosophy of school counseling.

Figure 12

School Counseling AY09-10 Score Distribution-SLO 10

SLO 10
AY09-10
N=14

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO10	85.71	7.14	7.14	0.00	0.00
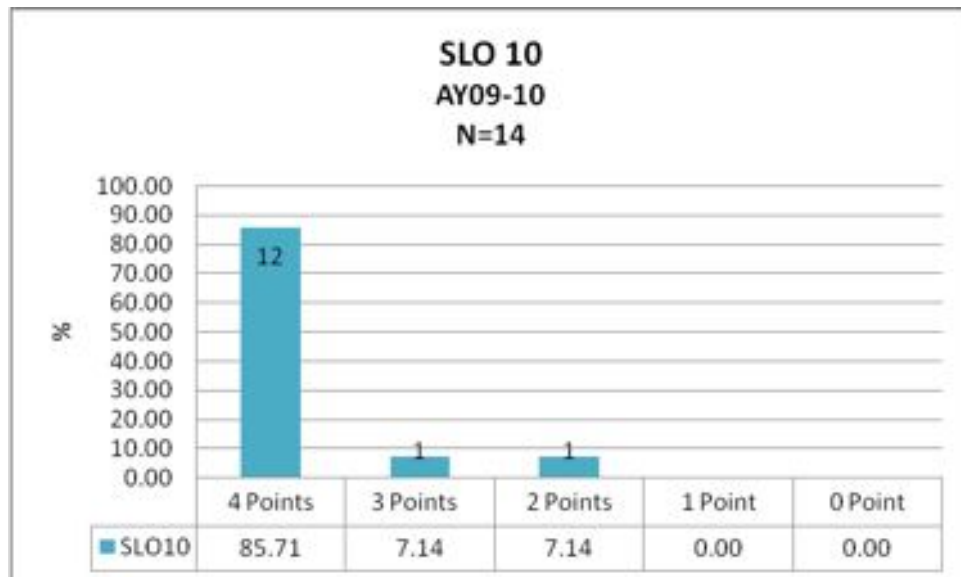
Outcome 11: Describe the role of the professional school counselor according to the American School Counselor Association (ASCA) and within the domains of academic, career, and personal/social counseling.

Figure 13

School Counseling AY09-10 Score Distribution-SLO 11

SLO 11
AY09-10
N=3

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO11	100.00	0.00	0.00	0.00	0.00
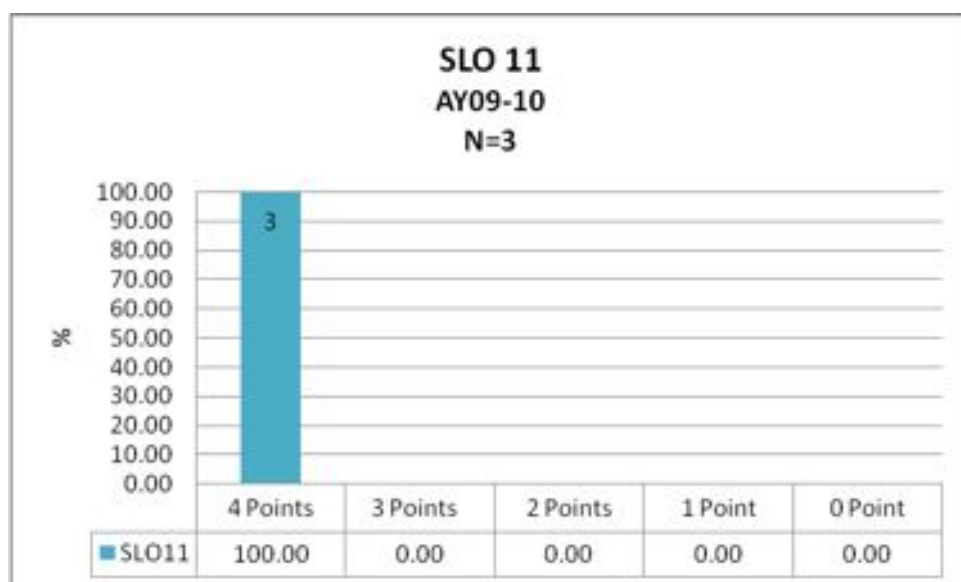
2010-11 Student Learning Data

Figure 14

School Counseling AY10-11 SLOs Comparison
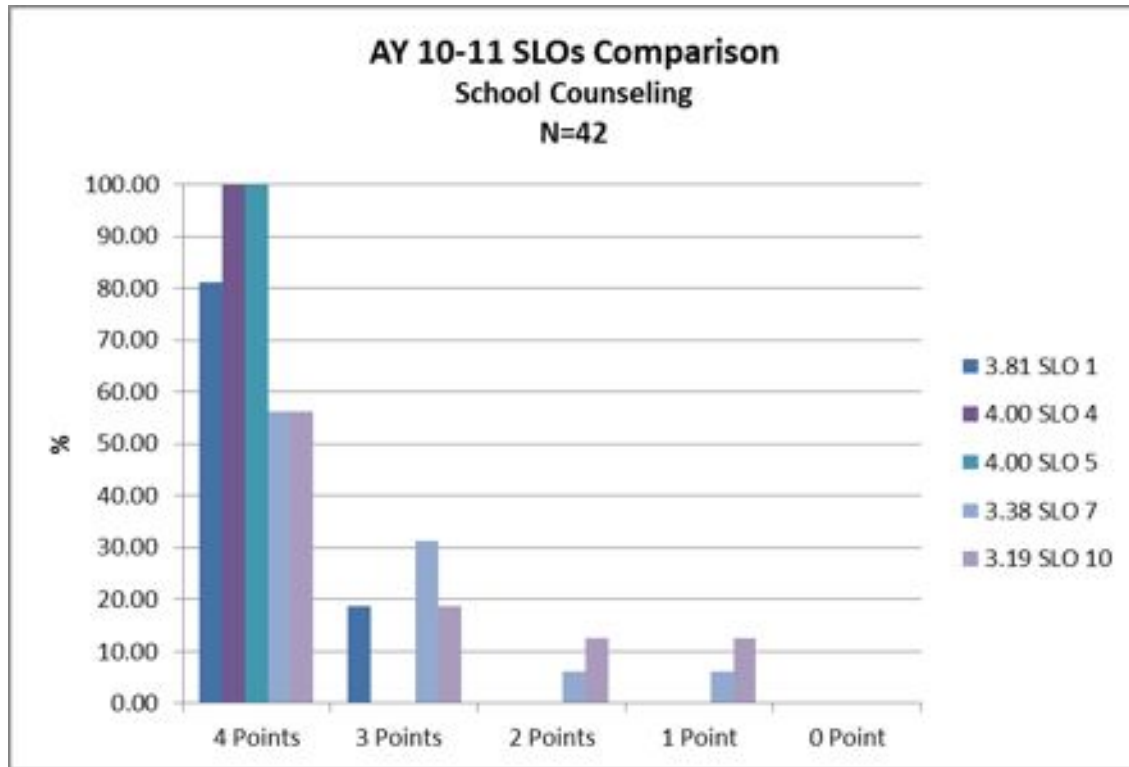
Figure 15

School Counseling AY10-11 SLO Means
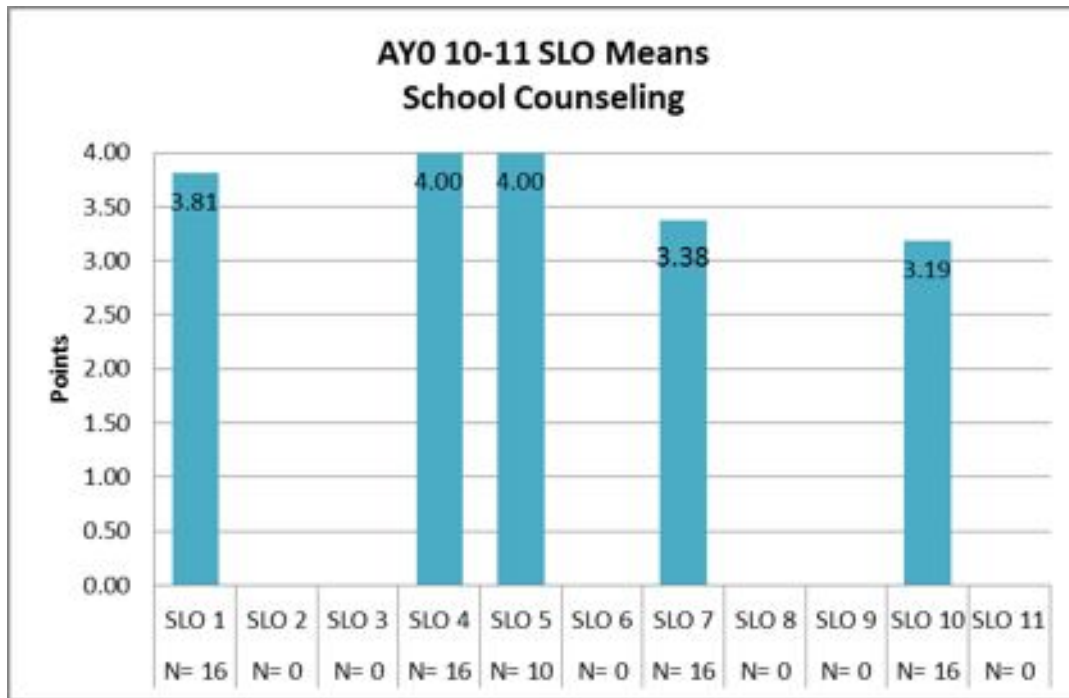
AYO 10-11 SLO Means
School Counseling

	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8	SLO 9	SLO 10	SLO 11
Points	3.81			4.00	4.00		3.38			3.19	
	N= 16	N= 0	N= 0	N= 16	N= 10	N= 0	N= 16	N= 0	N= 0	N= 16	N= 0

Outcome 1: Discuss the issues and problems faced by youth in urban settings and the appropriate counseling interventions to address them.

Figure 16

School Counseling AY10-11 Score Distribution-SLO 1
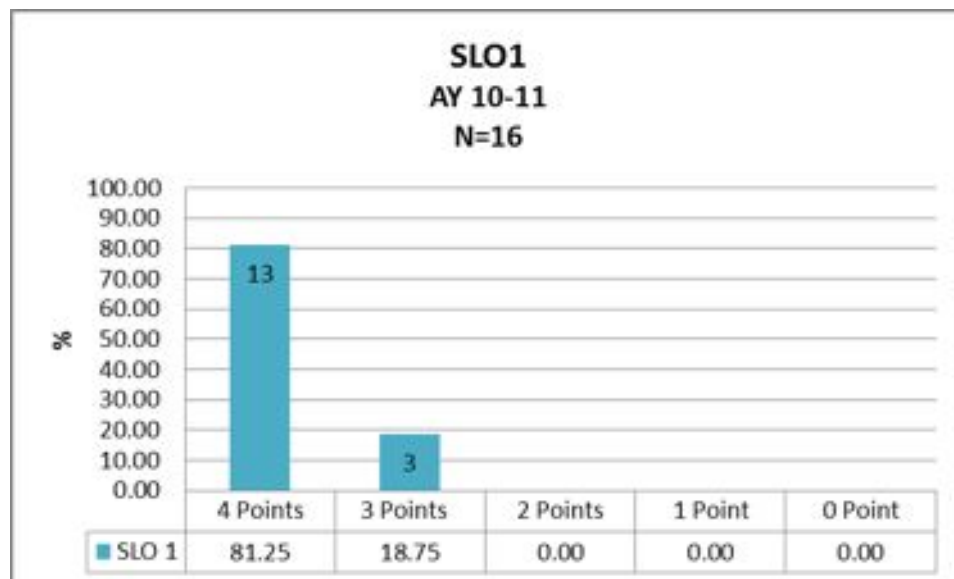
SLO1
AY 10-11
N=16

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO 1	81.25	18.75	0.00	0.00	0.00

Outcome 4: Demonstrate and apply knowledge of ASCA's Ethical Standards for School Counselors and the American Counseling Association's Code of Ethics.

Figure 17

School Counseling AY10-11 Score Distribution-SLO 4

SLO 4
AY 10-11
N= 16

	4 Points	3 Points	2 Points	1 Point	0 Point
■ SLO 4	100.00	0.00	0.00	0.00	0.00
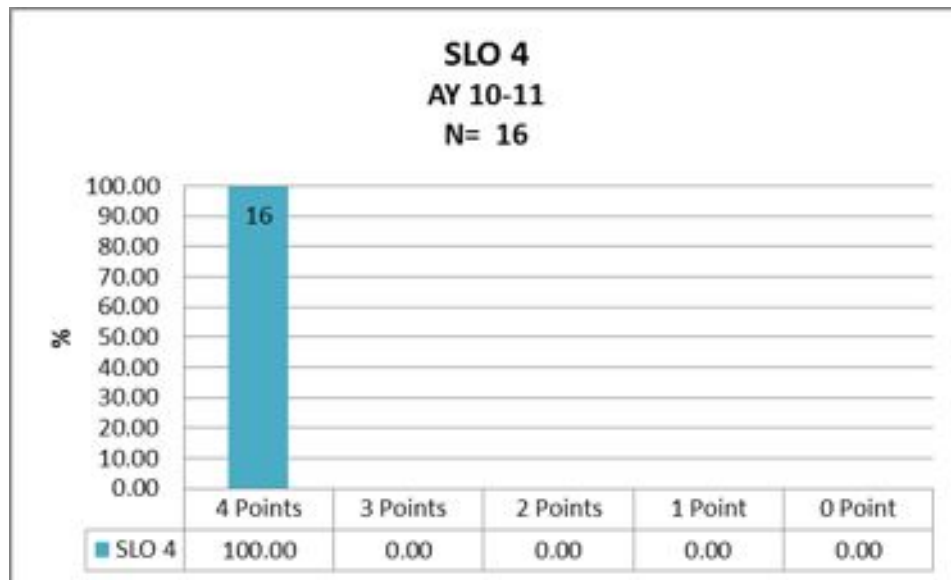
Outcome 5: Employs counseling skills for effective individual counseling.

Figure 18

School Counseling AY10-11 Score Distribution-SLO 5
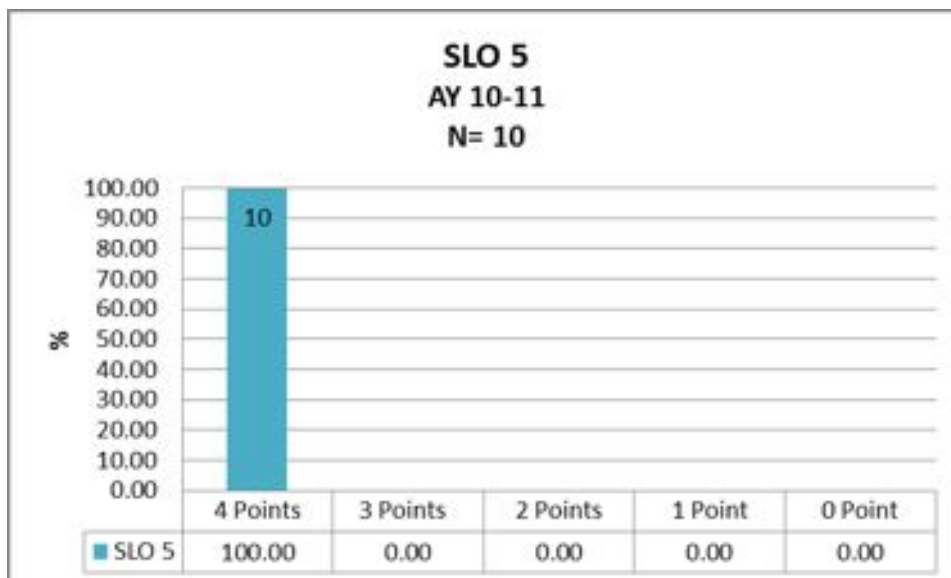
SLO 5
AY 10-11
N= 10

	4 Points	3 Points	2 Points	1 Point	0 Point
■ SLO 5	100.00	0.00	0.00	0.00	0.00

Outcome 7: Critically interpret and evaluate school counseling related literature.

Figure 19

School Counseling AY10-11 Score Distribution-SLO 7
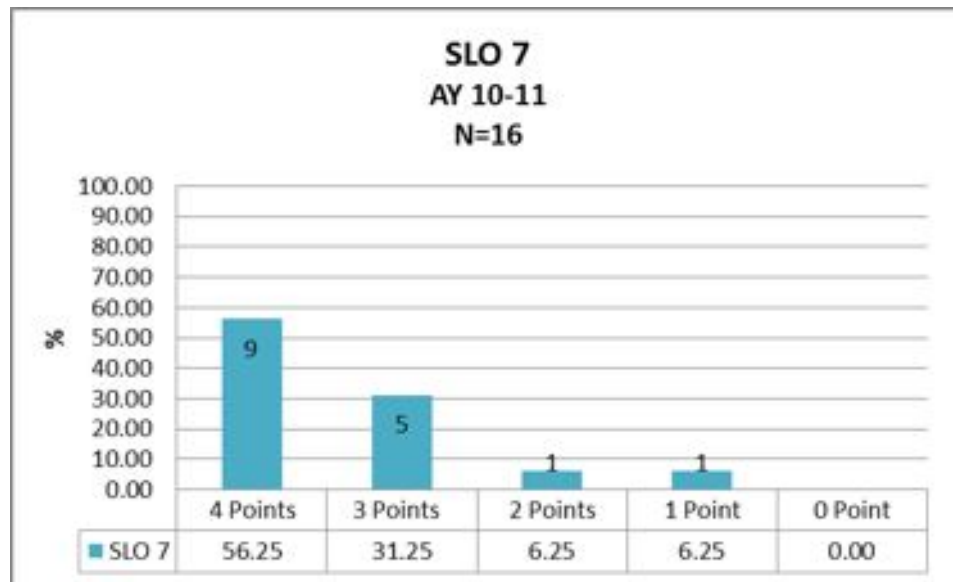
Outcome 10: Articulate their personal philosophy of school counseling.

Figure 20

School Counseling AY10-11 Score Distribution-SLO 10
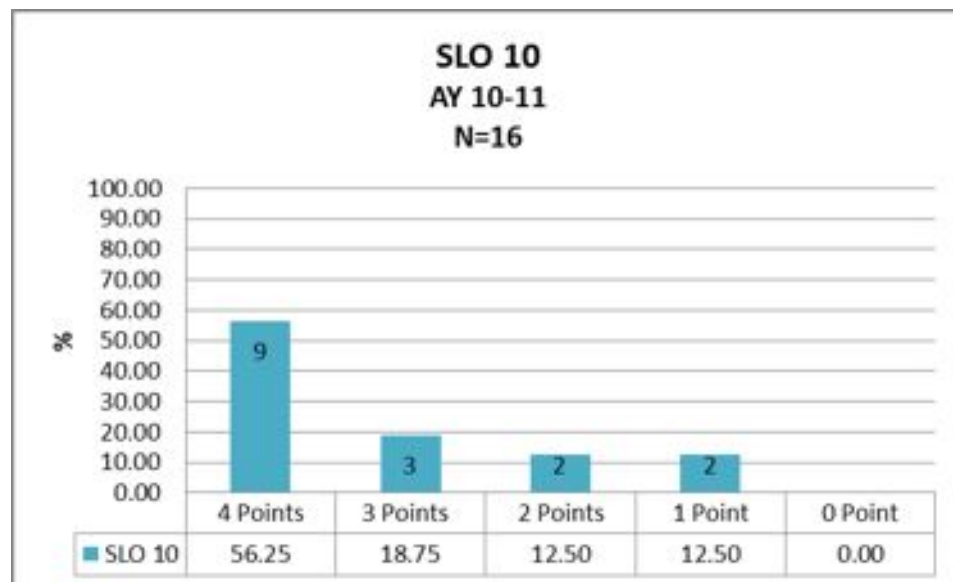
2010-11 Program Effectiveness Data

Figure 21

18. To what degree has your program contributed to your ability to:

	A great deal	Somewhat	Not at all	Response Count
promote intellectual growth for ALL students/clients?	71.4% (5)	28.6% (2)	0.0% (0)	7
promote personal growth for ALL students/clients?	57.1% (4)	42.9% (3)	0.0% (0)	7
promote interpersonal growth for ALL students/clients?	57.1% (4)	42.9% (3)	0.0% (0)	7
be a socially responsible leader?	71.4% (5)	14.3% (1)	14.3% (1)	7
value diversity among your students/clients?	85.7% (6)	14.3% (1)	0.0% (0)	7
collaborate with the community?	57.1% (4)	28.6% (2)	14.3% (1)	7
promote school or organizational improvement for all students/clients?	66.7% (4)	16.7% (1)	16.7% (1)	6
engage in research to inform your practice?	42.9% (3)	28.6% (2)	28.6% (2)	7
engage in ongoing evaluation of your practice?	42.9% (3)	42.9% (3)	14.3% (1)	7

Figure 22

20. Faculty in my program demonstrated sensitivity to issues of diversity.

		Response Percent	Response Count
Strongly Agree		42.9%	3
Agree		57.1%	4
Not Sure/Neutral		0.0%	0
Disagree		0.0%	0
Strongly Disagree		0.0%	0

Figure 23

21. I had opportunities to learn about concepts and issues of diversity in my program.

		Response Percent	Response Count
Strongly Agree		71.4%	5
Agree		28.6%	2
Not Sure/Neutral		0.0%	0
Disagree		0.0%	0
Strongly Disagree		0.0%	0
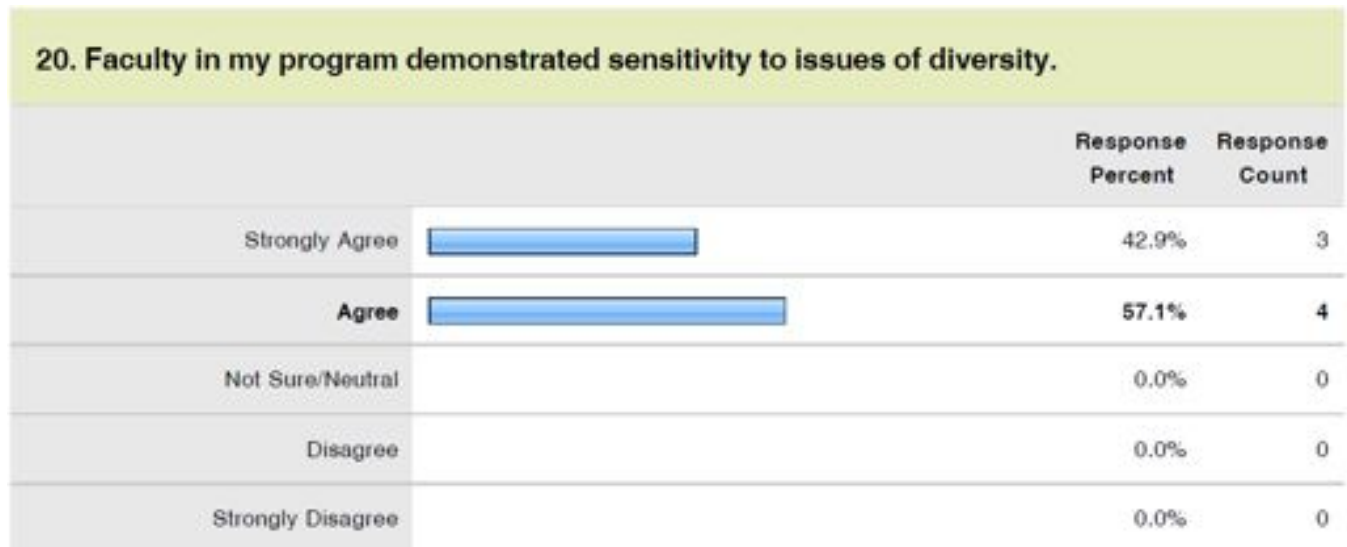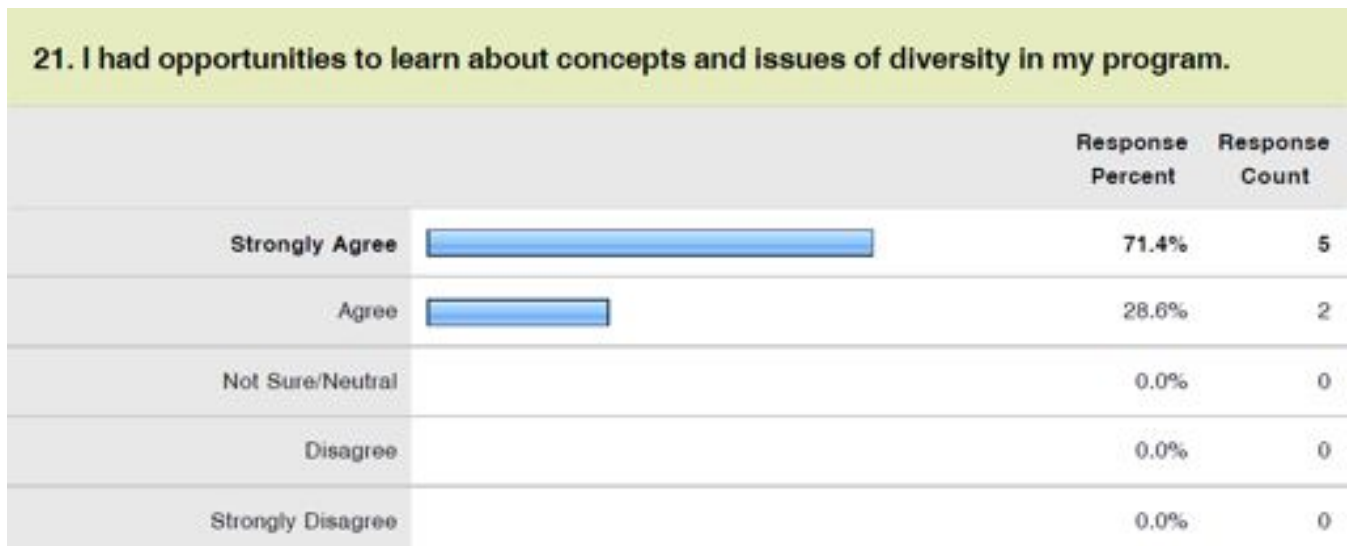
PART III – Analyses and Discussion of Candidate and Program Data

For the 2009 – 2010 academic year low scores were noted for school counseling SLO's 7 and 8 (see figures 9 & 10). The school counseling faculty noted that the lower performance in both of these assignments might be an indication of students' difficulties with academic writing. The goal of the assignment associated with SLO 7 is to aid students in becoming critical consumers of school counseling literature—students receive a research article that has some research issues but is published regardless of these issues. Through this assignment students are taught that published research is not flawless and that as scholar practitioners they are able to critique research. The faculty decided that the weaker performance of students in this area is likely related to limited practice in critiquing scholarly literature and that additional opportunities to practice this skill should be incorporated throughout student's program of study.

In regards to student performance in SLO 8, faculty realized that the timing of this assignment was problematic and that student's writing skills were an area of concern. SLO 8 is associated with the capstone course for the school counseling program and is typically due at the end of the semester, after comprehensive exams. It was the feeling of faculty that students were burnt out and, often, completed only the bare minimum required of this assignment. It was also determined that more concerted effort be placed in the development of students' writing skills.

For the 2010 and 2011 academic year data, school counseling faculty noted issues related to SLO's 3, 10, and 11. SLO's 3 and 11, which are collected during students' second semester of fieldwork, have yet to be finalized. Despite earlier meetings to develop the assignment and grading rubric, a final version of the grading rubric was never created. Further, each university supervisor structures supervision differently. Thus, there is a need to, for the purpose of these SLOs, have a standardized assignment and grading rubric.

The faculty also noted that SLO 10 had the greatest distribution of scores, much wider than any of the other SLOs. Faculty was concerned since this assignment is to develop a personal philosophy of counseling, which they begin developing in their first semester. The concern was that by their last year of study students should be clear on their philosophy of counseling, particularly if students continue to develop their philosophy throughout the program. It was also noted that the instructor of COUN 695C for this term was not the usual instructor for the course. Further, the instructor posited that the low scores were more related to anxiety surrounding comprehensive exams. The students' energy and focus was not on the assignment, but on the pending comprehensive exam.

Program faculty was also concerned with the current structure of SLO's, feeling that 11 SLOs was too many. Further, a concern was raised of the number of SLOs assessed by COUN 695C. This course is typically the last course students take prior to graduation. Faculty was of that opinion that by spreading SLO's through students program of study would provide faculty with opportunities to intervene with students who are experiencing difficulty and to provide appropriate remediation.

Overall the school counseling faculty was pleased with the program effectiveness data (figures 21 – 23). They were particularly happy with students' ratings that the program taught them to value diversity of students and with the faculty's knowledge of diversity. The faculty was also pleased that the majority of students' believed that the school counseling program promoted social responsible leadership and promoting student learning, both of which are consistent with the ASCA national model and the transformed school counseling imitative—founding principles of the school counseling program.

An area of concern for the school counseling faculty, as related to program effectiveness data, was candidates' ratings of program evaluation and using research to inform practice. It was the opinion of the faculty that, despite numerous courses on research and program evaluation, that a more concentrated effort was needed to link research and program evaluation with school counseling specific courses. Specifically, these topics needed to be reinforced in introduction to school counseling, special topics in school counseling, and the advanced seminar in school counseling.

Part IV – Use of Assessment Results to Improve Candidate and Program Performance

Table 8

Data Source	Plan of Action or Proposed Changes Made	Timeline	Applicable Program or Common Standard(s)
2009/2010 SLO 7	Increase emphasis on being critical consumers of school counseling and academic literature. Faculty decided to increase the number of assignments that require students to be critical consumers of academic literature. These assignments will be spread throughout students program of study. Plans are already in place to add a position paper, which includes a critique of academic literature, in COUN 507. Faculty will also discuss further how to incorporate literature critiques in COUN 510 and COUN 606.	Fall 2012	Critically interpret and evaluate school counseling related literature. CTC Standard 20: Program evaluation and technology
2009/2010 SLO 8	Change due date of assignment. Faculty will discuss if it is best to have assignment due prior to the comprehensive exam or two weeks after the exam.	Fall 2011	Demonstrate effective written skills.
2010/2011 SLO 3 & 11	Develop a standardized assignment and scoring rubric to be used across all fieldwork sections.	Spring 2012	Describe and demonstrate the role of the school counselor regarding coordination and delivery of comprehensive school counseling programs; Describe the role of the professional school counselor according to the American School Counselor Association (ASCA) and within the domains of academic, career, and personal/social

Data Source	Plan of Action or Proposed Changes Made	Timeline	Applicable Program or Common Standard(s)
			counseling. CTC Standards: 17 Foundations; 18 Professionalism; 19 Academic development; 20 Career development; 21 Personal/social development 22 Leadership; 23 Advocacy; 24 Learning, achievement, & instruction; 27 Collaboration, coordination, team building; 28 Organizational systems & program development; 29 Prevention education & training
2010/2011	Faculty will devise a new set of SLOs. These SLOs will be designed to better align with the ASCA national standards and the Education Trust's Transformed School Counselor Initiative. Further, these SLOs will be designed in such a way so they are spread throughout a student's program of study.	Spring 2012	

Commission on Teacher Credentialing
Biennial Report
(For Institutions in the Red, Green, and Indigo Cohort Due Summer/Fall 2011)

Academic Years 2009-10 and 2010-11

Institution	**California State University, Long Beach**
Date report is submitted	**Fall 2011**
Program documented in this report	**School Nurse Credential: Post-baccalaureate and Post- masters**
Name of Program	**School Nurse Credential: Post-baccalaureate and Post- masters**
Credential awarded	**School Nurse Credential**
Is this program offered at more than one site? No	
If yes, list all sites at which the program is offered	
Program Contact	**Laurel Mullally**
Phone #	**(714) 308-9519**
E-Mail	**Laurel_Mullally@chino.k12.ca.us**
If the preparer of this report is different than the Program Contact, please note contact information for that person below:	
Name:	
Phone #	
E-mail	

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

PART I – Contextual Information

The School Nurse Services Credential program at CSULB prepares registered nurses who have completed a bachelor's or master's degree to be effective practitioners of school health. This credential program consists of 24 units of specific course work. Through the program, candidates develop theoretical and practical expertise in nursing and education applied to health services in the public schools (pre K-12). This enables them to establish, maintain and coordinate a comprehensive school health program, with a focus on wellness and preventative measures.

Among the school health activities candidates undertake are: planning health programs, assessing the health of school age students, providing healthcare and health referral, and contributing to formulation and evaluation of health policy. To maximize school age student's ability to learn in school, candidates for the credential emphasize student health maintenance, education, illness prevention, restoration of health, and wellness.

There have been changes to the School Nurse Services Credential program since the last CTC report in December 2009:

Dr. Laurel Mullally has been appointed as our new part-time coordinator for the program effective Spring 2011. Dr. Mullally has professional education and extensive clinical experience in the field of school nursing for students ages 3-21 and is a current school administrator holds a School Nurse Health Services Credential (since 2000) and an Administrative Credential.

Dr. Savitri Singh-Carlson, Assistant Director for Graduate Education has overall responsibility for this program.

Program faculty for the school nurse services credential program have developed student learning outcomes for the program to assess. These SLOs and signature assignments, mapped to college, state and national standards, are outlined in Table 1.

Table 1

Program Student Learning Outcomes and Relevant Standards

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7
SLOs	Describe the special education process including roles of school personnel and participation as a team member in the development and implementation of a student's IEP or IFSP.	Effectively communicate with students, families and other professionals orally and in writing in a school based setting.	Implement school health care practices in a culturally diverse school setting.	Analyze current health issues in PreK – 12 education.	Analyze basic leadership skills in school health practices.	Formulate a school health related decision based on ethical decision making concepts.	Describe and apply strategies for health promotion in the school setting.
Signature Assignment(s)	Special education paper	Role play	Presentation	Reflection papers	Paper	Ethical case study	Presentation
National Standards	NASN Scope and Standards of Practice #1-5, 10,11,12,15,16	NASN Scope and Standards of Practice #10, 11,15,16	NASN Scope and Standards of Practice #1-5, 7,8,12	NASN Scope and Standards of Practice #8,13,16	NASN Scope and Standards of Practice #11,12,15	NASN Scope and Standards of Practice #12	NASN Scope and Standards of Practice #5,7,8
State Standards	Program Standard 4 and 7	Program Standard 7	Program Standard 5	Program Standard 3	Program Standard 7	Program Standard 6	Program Standard 4, 5, and 7
Conceptual Framework	Service and Collaboration	Promotes Growth	Values Diversity	Research and Evaluation	Prepares Leaders	School Improvement	Prepares Leaders
NCATE Elements	Knowledge and Skills – Other	Knowledge and Skills – Other	Knowledge and Skills – Other	Knowledge and Skills – Other	Knowledge and Skills – Other	Professional Dispositions	Student Learning

Table 2

Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)

	Transition Point 1 Admission to Program					
	2009-2010			2010-2011		
	Applied	**Accepted**	**Matriculated**	**Applied**	**Accepted**	**Matriculated**
TOTAL	28	27	26	12	12	12

Table 3

Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)[1]

	Transition Point 2 Advancement to Culminating Experience	
	2009-2010	**2010-2011**
Thesis	N/A	N/A
Comps	N/A	N/A
Other (e.g., project)	N/A	N/A

Table 4

Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)

	Transition Point 3 Exit	
	2009-2010	**2010-2011**
Credential[2]	10	16

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[1] Data are reported Summer term through Spring term (e.g., Summer 2009-Spring 2010 for the 2009-10 academic year.)

[2] Data for Initial and Advanced Credential Programs reflects students who have filed for their credential with the Credential Office. These data generally include students who have completed the program one or more years prior to filing their credential request, particularly related to the advanced credential programs. Data are reported for Summer 2009 through Spring 2011.

Table 5

Faculty Profile 2009-2011[3]

Status	2009-2010	2010-2011
Full-time TT/Lecturer	1	0
Part-time Lecturer	0	1
Total:	1	1

There have been changes to the School Nurse Services Credential program since the last CTC report in 2010:

Dr. Alice Noquez, was appointed the full-time coordinator for the program in Fall 2010, and Dr. Laurel Mullally, part-time instructor, assumed the position in January 2011.

Program faculty for the School Nurse Services credential program have developed student learning outcomes for the program to assess. These SLOs and signature assignments, mapped to college, state and national standards, are outlined in the Table below.

---

[3] Figures include headcounts of individual faculty who taught in the program during the academic year. Faculty who teach in multiple programs are counted in each.

PART II – Candidate Assessment/Performance and Program Effectiveness Information

a) What are the primary candidate assessment(s) the program uses up to and through recommending the candidate for a credential?

b) What additional information about candidate and program completer performance or program effectiveness is collected and analyzed that informs programmatic decision making?

Table 6 provides the direct evidence for our student learning outcomes (SLOs) 1 thru 7 assessed during 2009 – 2010 and 2010-2011 school years. The table provides information regarding the courses and a description of course assignments in our data collection.

Table 6

Program Student Learning Outcomes and Signature Assignments with Description 2009 – 2011

Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
SLO 1: Describe the special education process including roles of school personnel and participation as a team member in the development and implementation of a student's IEP or IFSP.	NRSG 536: Special Education Paper	The goal of this assignment is to familiarize the candidate with the role of the school nurse as a team member in the development and implementation of a student's IEP and IFSP through a culminating paper
SLO 2: Effectively communicate with students, families and other professionals orally and in writing in a school based setting.	NRSG 536L: Role Play	This assignment is designed to develop a candidate's ability to effectively communicate in the school setting. Role playing activities are used as a learning activity.
SLO 3: Implement school health care practices in a culturally diverse school setting.	NRSG 536L: Presentation	The goal of this assignment is to develop a candidate's ability and effectiveness to implement positive school health activities in culturally diverse school settings. Candidates present on a health care topic of importance to the target population of school age children.
SLO 4: Analyze current health issues in PreK – 12 education	NRSG 536: Reflection Paper	Candidates in this course use a reflection paper to critically analyze current health care issues and develop strategies to address them.
SLO 5: Analyze basic leadership skills in school health practices.	NRSG 536L: Written Paper	The goal of this assignment is to develop the leadership role of school nurses as health care advocates. The pedagogical activity for this class is a paper that analyzes and critiques basic leadership attributes and skills. In addition this paper discusses how these positive leadership attributes can be developed in school nurses.
SLO 6: Formulate a school health related decision based on ethical decision making concepts.	NRSG: Ethical Case Study	Candidates in this course develop their ethical sensitivity to health related issues in the school setting. The signature assignment is a ethical case study which develops a candidates ethical decision making abilities.
SLO 7: Describe and apply strategies for health promotion in the school setting.	NRSG 536: Class Presentation	The goal of this assignment is to have candidates describe and apply strategies for health promotion in the school setting by presenting on a current health care issue.

Table 8

Program Effectiveness Data

Data Collection Instrument	Purpose	When Administered
Exit survey		Annually
Alumni survey		Every 5 years
Employer survey		Every 3 years

c) Include aggregated data from 4-6 instruments that were described in (a) and (b).

2009-10 and 2010-11 Student Learning Data

Figure 1

School Nurse AY09-10 SLOs Comparison
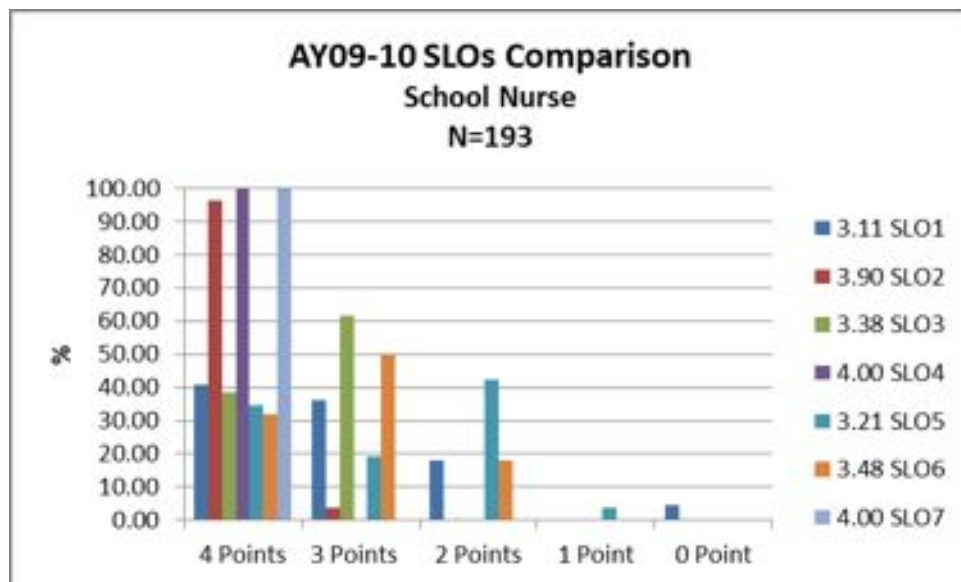
Figure 2

School Nurse AY10-11 SLOs Comparison
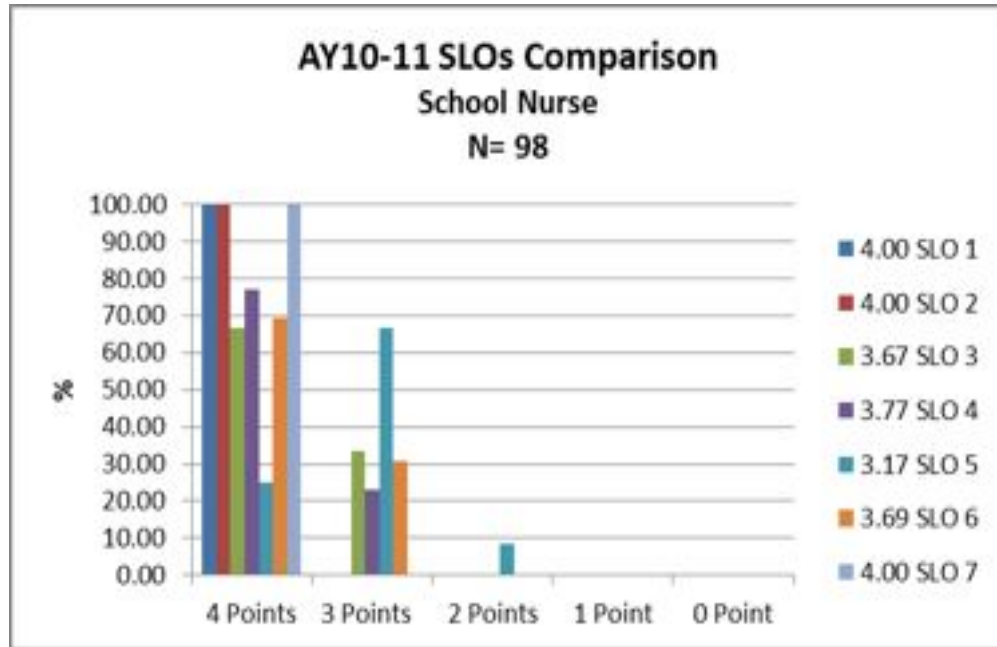
Figure 3

School Nurse AY09-10 SLO Means
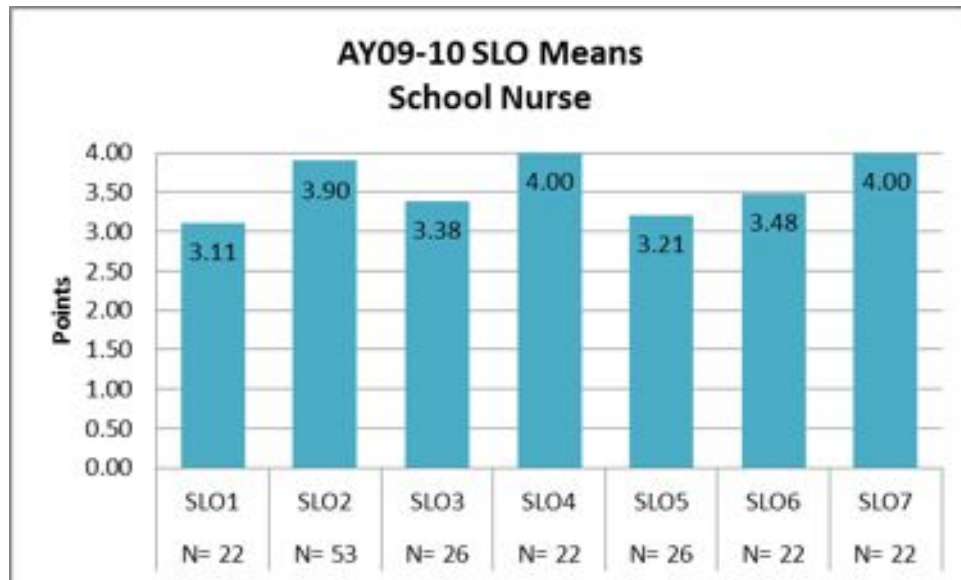
Figure 4

School Nurse AY10-11 SLO Means
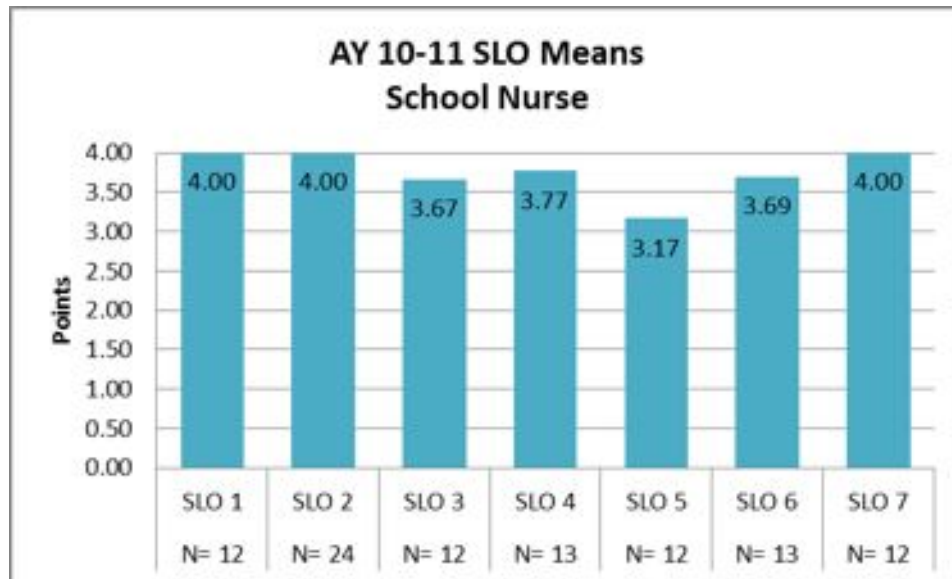
Outcome 1: Describe the special education process including roles of school personnel and participation as a team member in the development and implementation of a student's IEP or IFSP.

Outcome 2: Effectively communicate with students, families and other professionals orally and in writing in a school based setting.

Outcome 3: Implement school health care practices in a culturally diverse school setting.

Outcome 4: Analyze current health issues in PreK – 12 education.

Outcome 5: Analyze basic leadership skills in school health practices.

Outcome 6: Formulate a school health related decision based on ethical decision making concepts.

Outcome 7: Describe and apply strategies for health promotion in the school setting.

Outcome 1: Describe the special education process including roles of school personnel and participation as a team member in the development and implementation of a student's IEP or IFSP.

Figure 5

School Nurse AY09-10 Score Distribution-SLO 1

SLO1
AY09-10
N=22

	4 Points	3 Points	2 Points	1 Point	0 Point
▪ SLO1	40.91	36.36	18.18	0.00	4.55
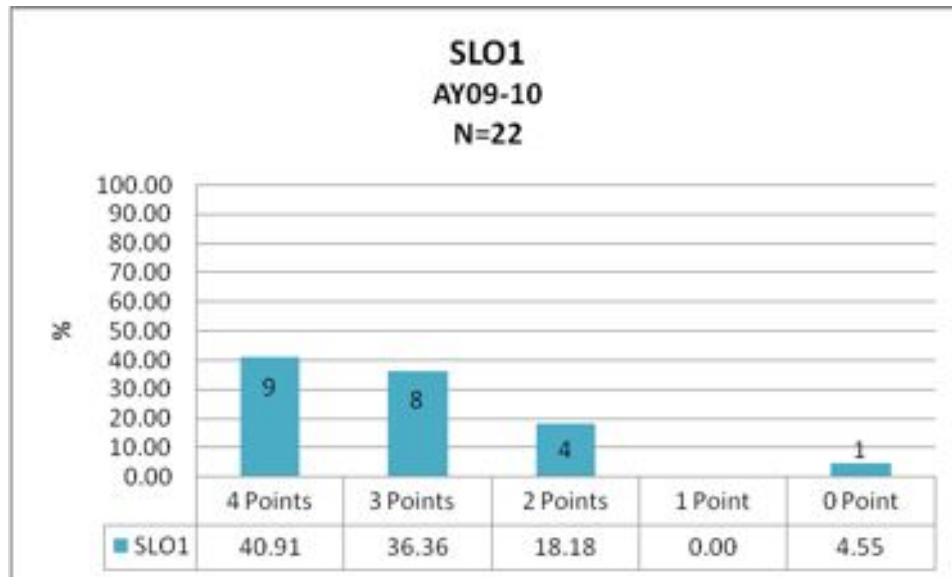
Figure 6

School Nurse AY10-11 Score Distribution-SLO 1

SLO1
AY10-11
N= 12

	4 Points	3 Points	2 Points	1 Point	0 Point
▪ SLO 1	100.00	0.00	0.00	0.00	0.00
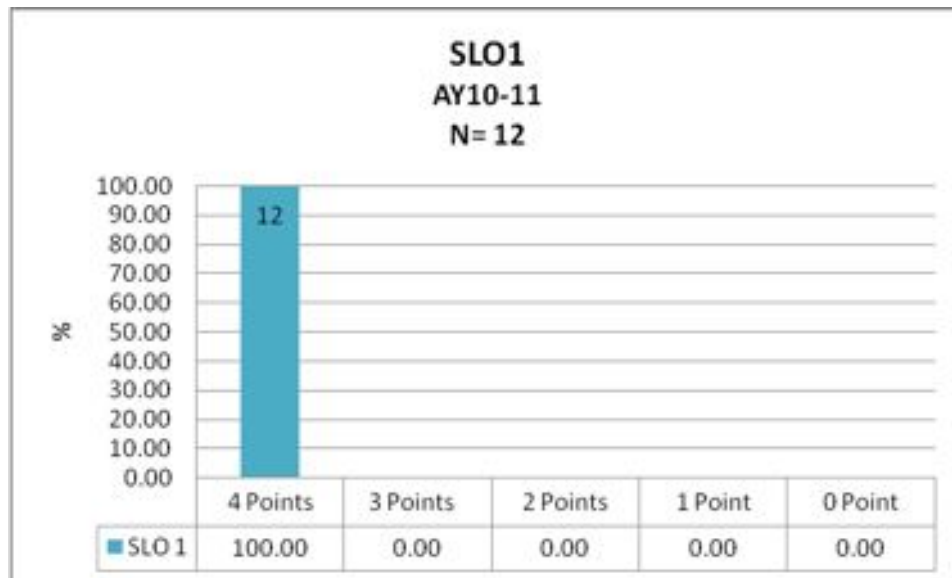
Figure 7

School Nurse Spring 2010 Criteria Score Means-SLO 1
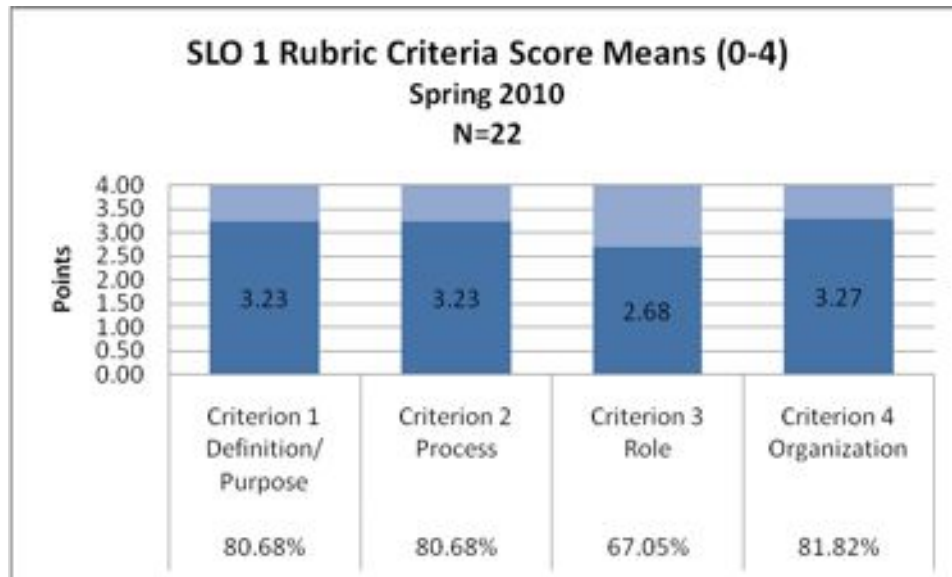
Figure 8

School Nurse AY10-11 Criteria Score Means-SLO 1
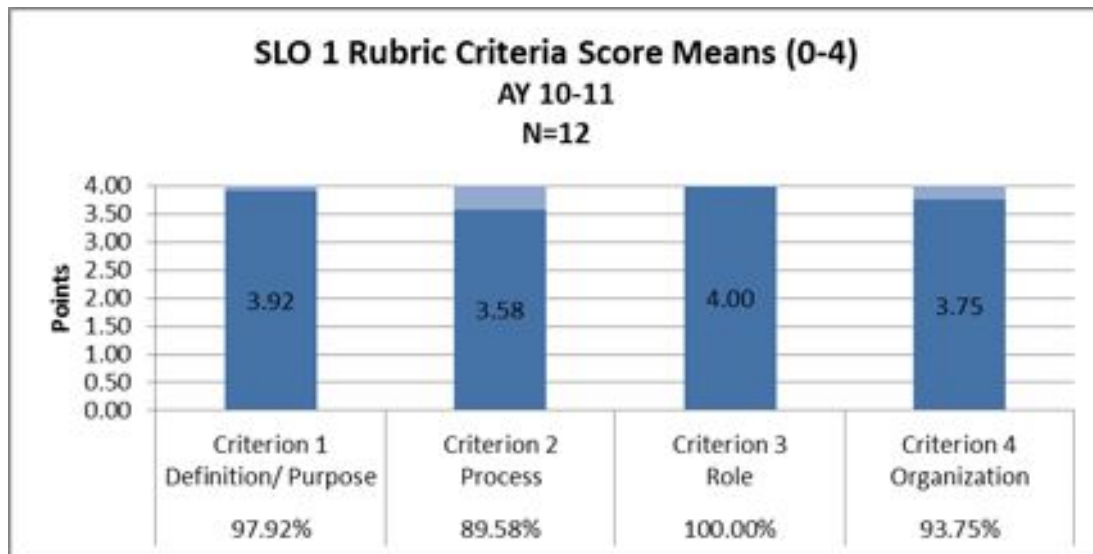
Outcome 2: Effectively communicate with students, families and other professionals orally and in writing in a school based setting.

Figure 9

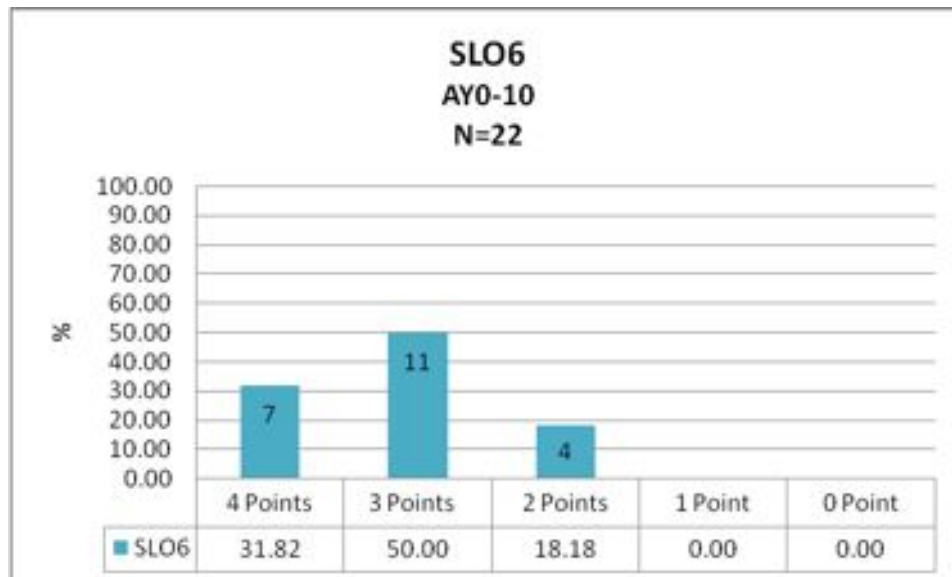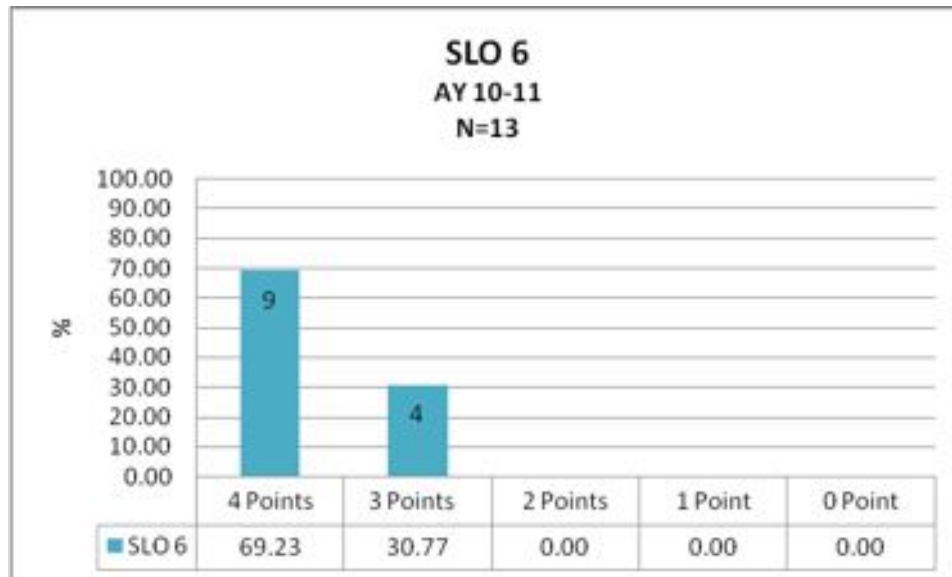*School Nurse AY09-10 Score Distribution-SLO 2*
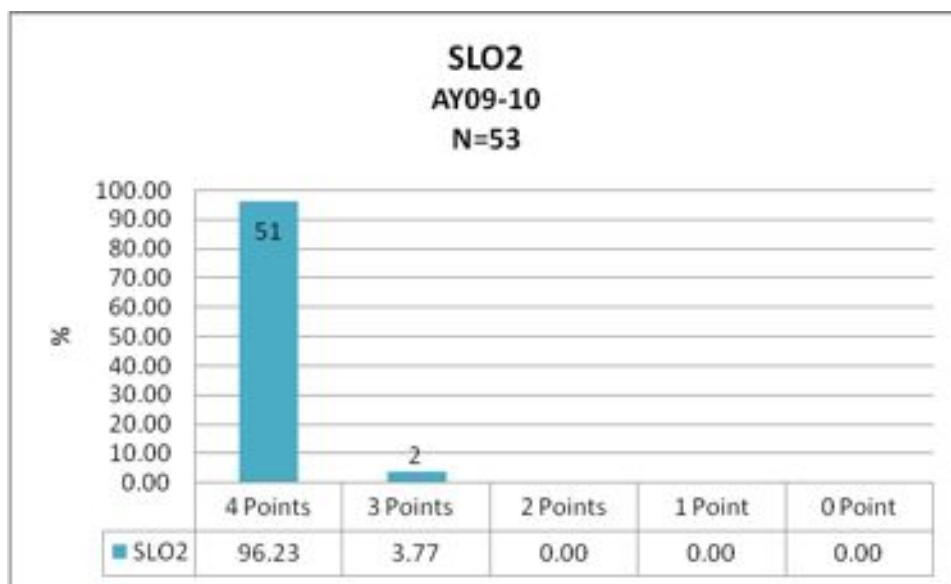
Figure 10

School Nurse AY10-11 Score Distribution-SLO 2
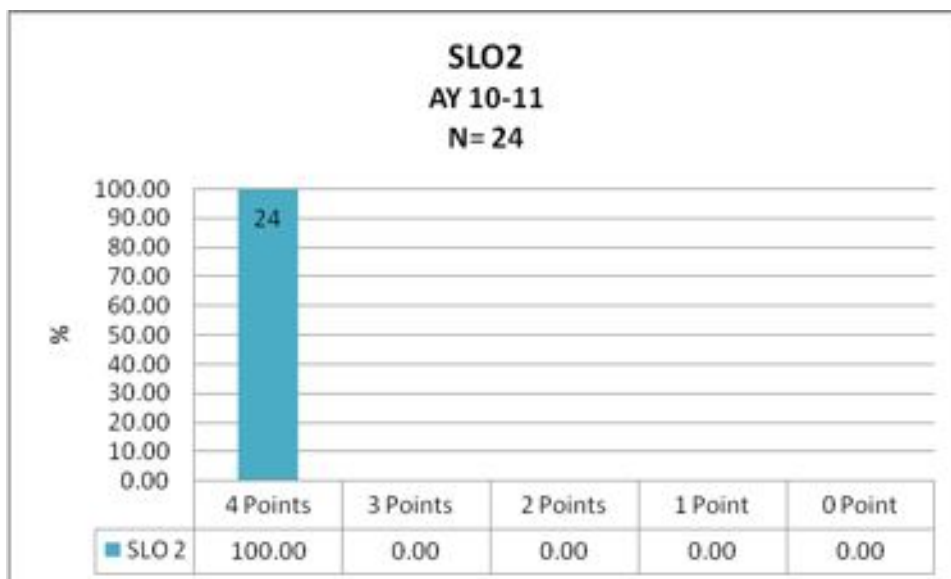
Figure 11
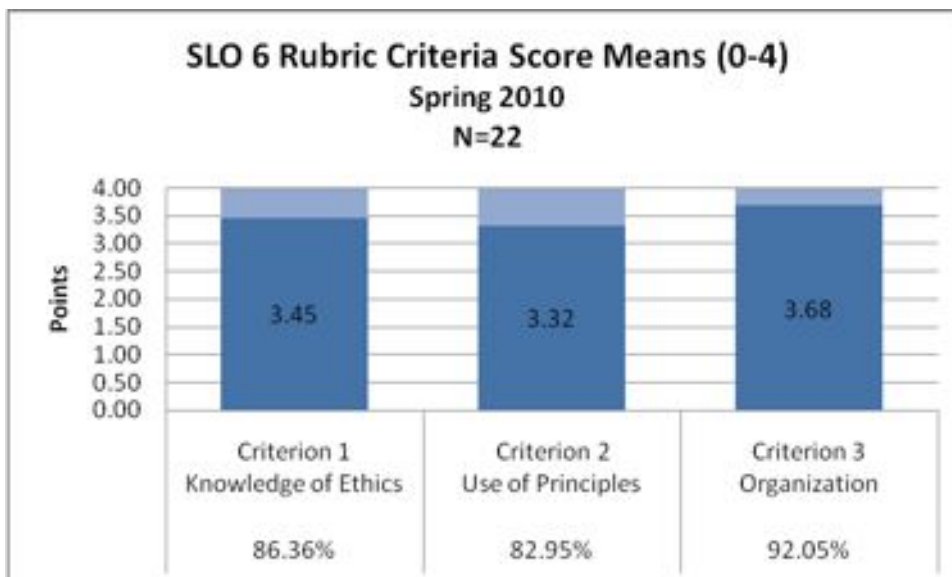
School Nurse Spring 2010 Criteria Score Means-SLO 2 (Written Role Play)
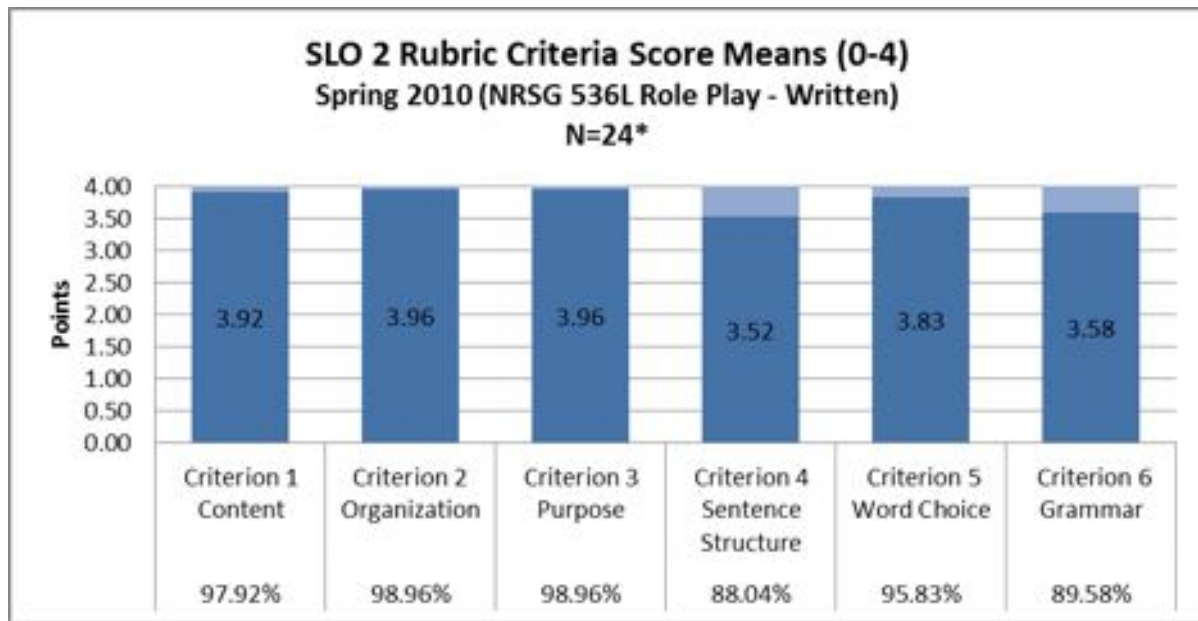
*criteria scores for 2 students were missing, overall N for the assignment was 26

Figure 12

School Nurse AY10-11 Criteria Score Means-SLO 2 (Written Role Play)
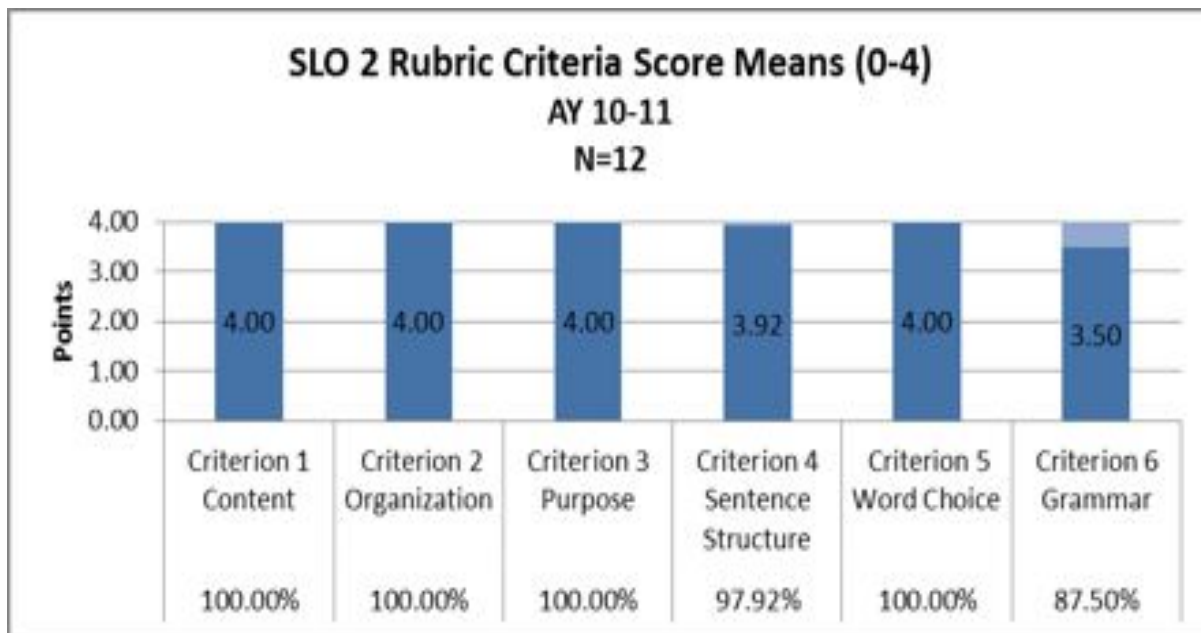
Figure 13

School Nurse Spring 2010 Criteria Score Means-SLO 2 (Oral Role Play)
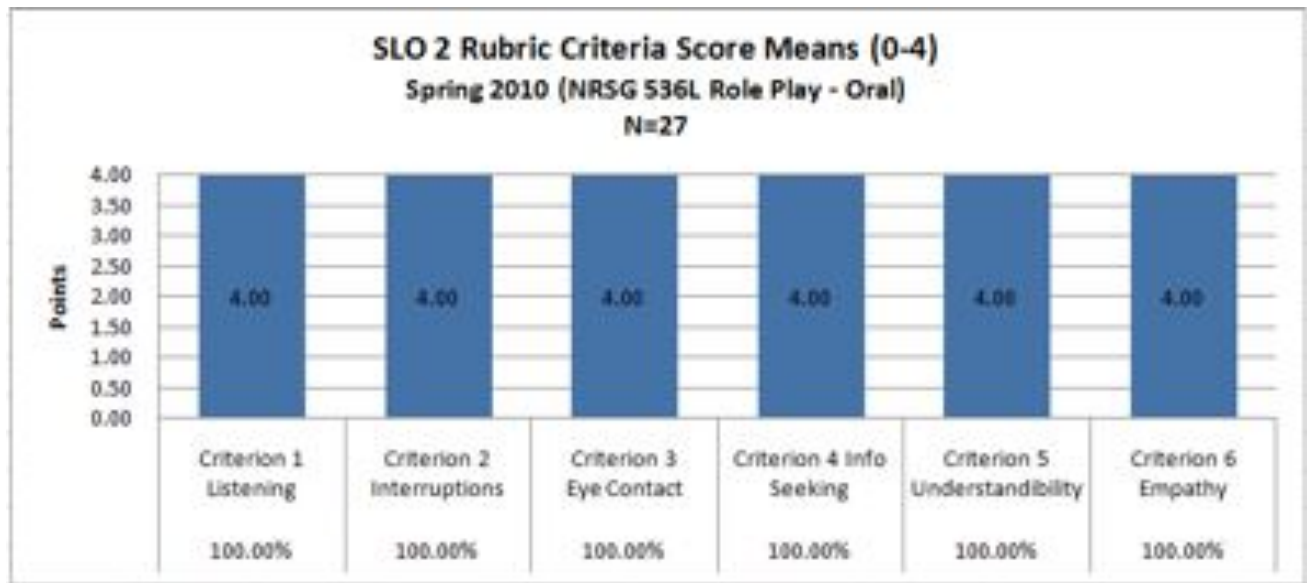
Figure 14

School Nurse AY10-11 Criteria Score Means-SLO 2 (Oral Role Play)
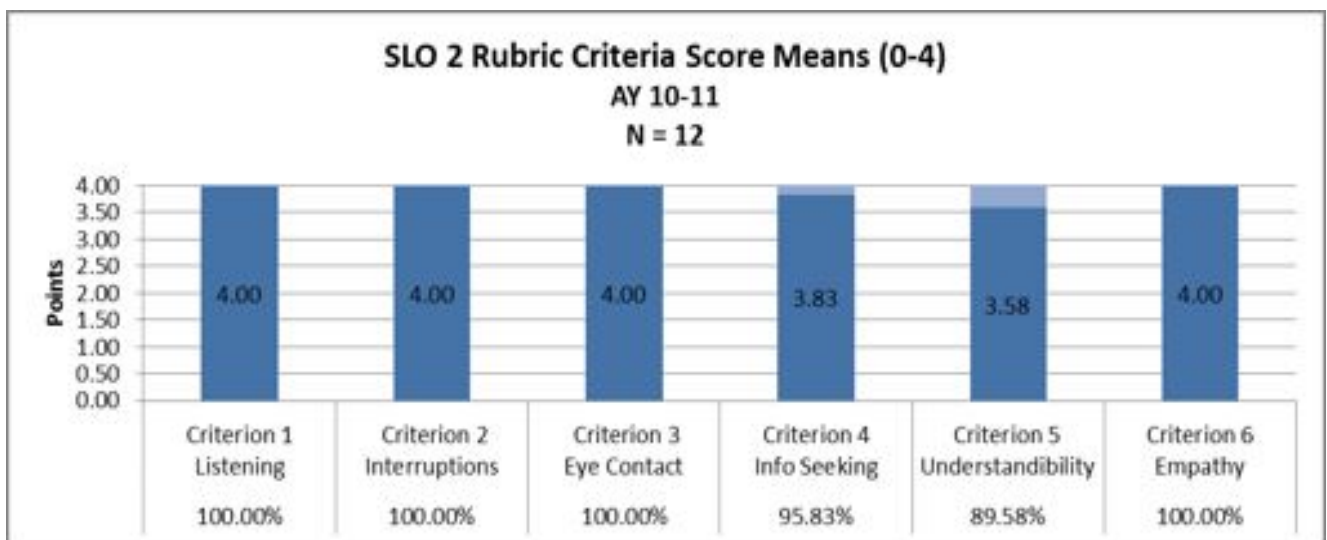
Outcome 3: Implement school health care practices in a culturally diverse school setting.

Figure 15

School Nurse AY09-10 Score Distribution-SLO 3
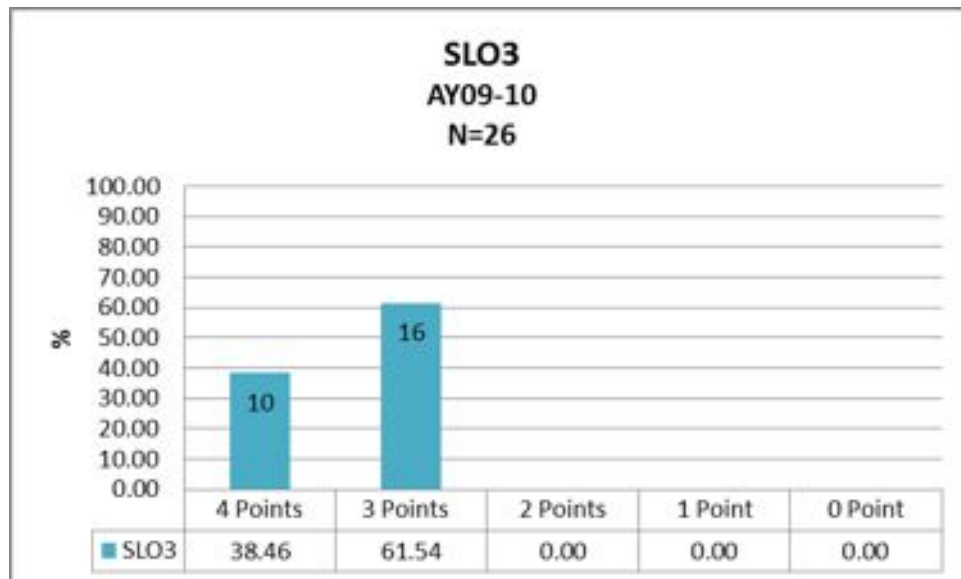
Figure 16

School Nurse AY10-11 Score Distribution-SLO 3
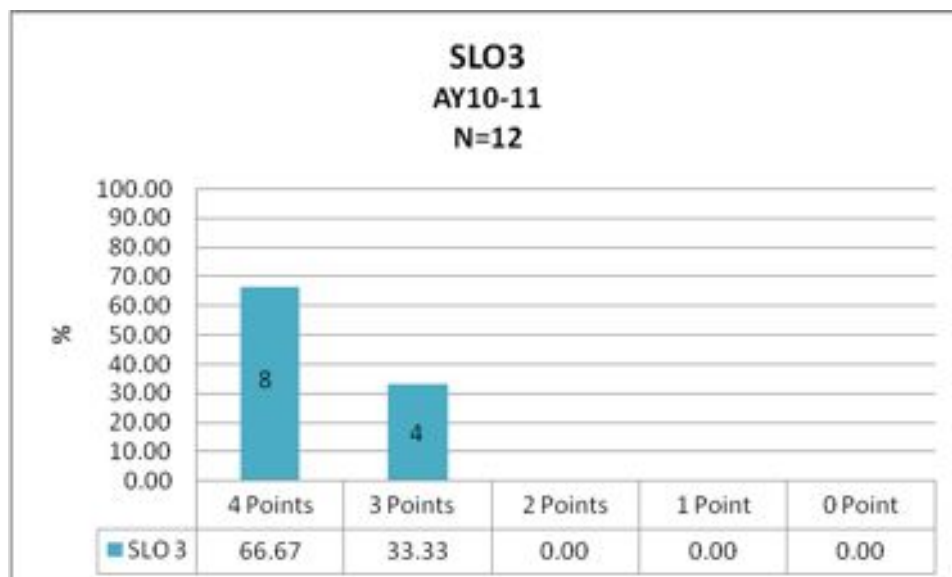
*There are no criteria scores for 2009-2010 data for the SLO3.)

Figure 17

School Nurse AY10-11 Criteria Score Means-SLO 3
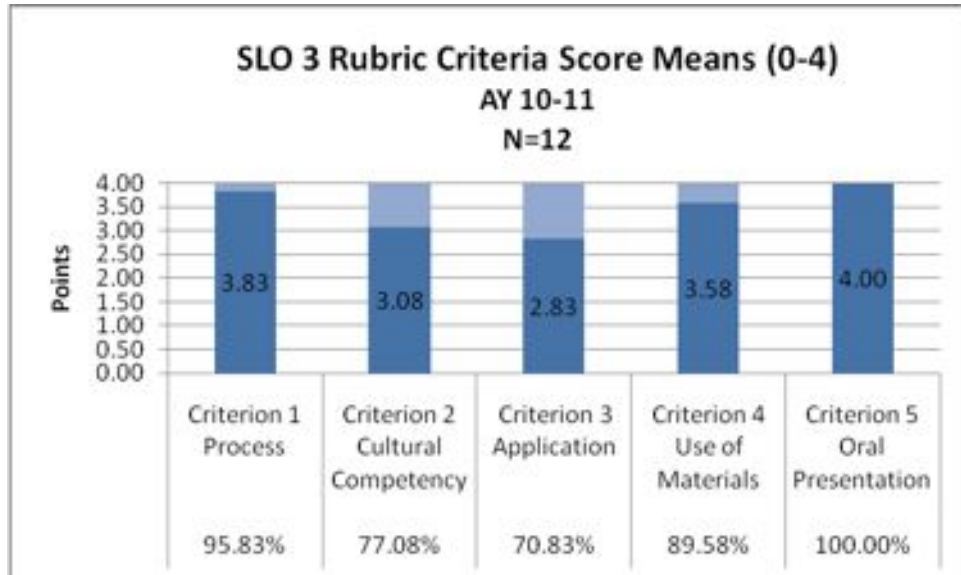
Outcome 4: Analyze current health issues in PreK – 12 education.

Figure 18

School Nurse AY09-10 Score Distribution-SLO 4
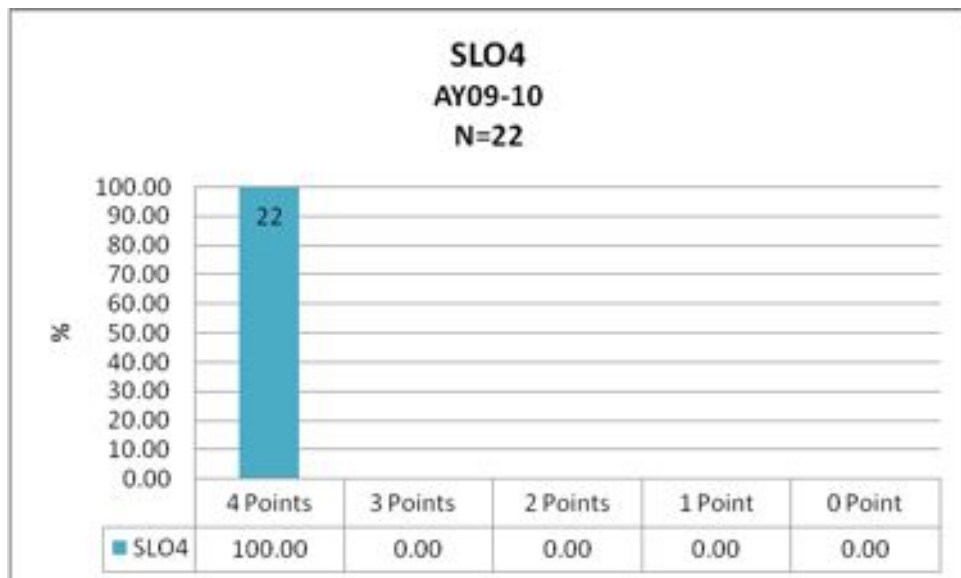
Figure 19

School Nurse AY10-11 Score Distribution-SLO 4

SLO 4
AY 10-11
N= 13

%	4 Points	3 Points	2 Points	1 Point	0 Point
■ SLO 4	76.92	23.08	0.00	0.00	0.00
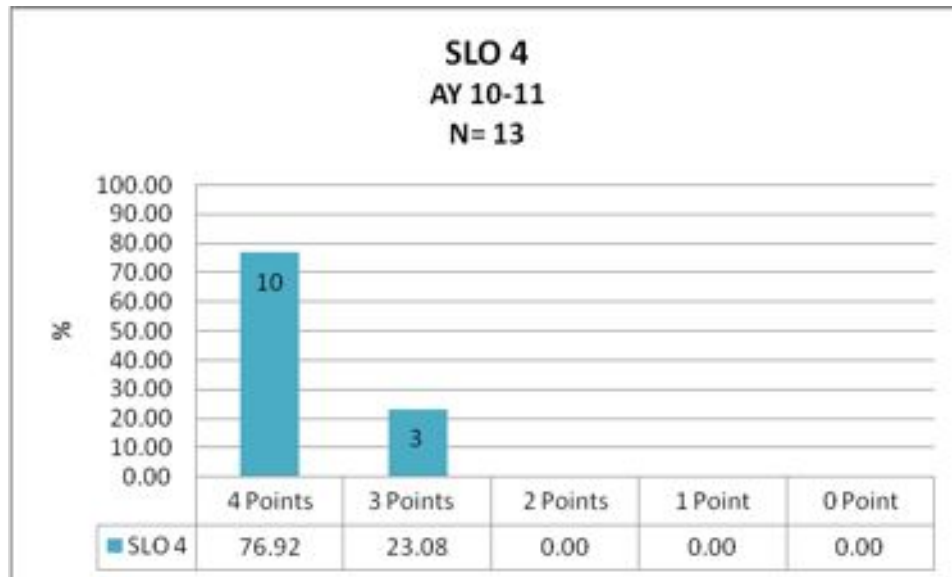
Figure 20

School Nurse Spring 2010 Criteria Score Means-SLO 4

SLO 4 Rubric Criteria Score Means (0-4)
Spring 2010
N=22

	Criterion 1 Summarize	Criterion 2 Analysis	Criterion 3 Impacts Role	Criterion 4 Organization
Points	4.00	4.00	4.00	4.00
	100.00%	100.00%	100.00%	100.00%
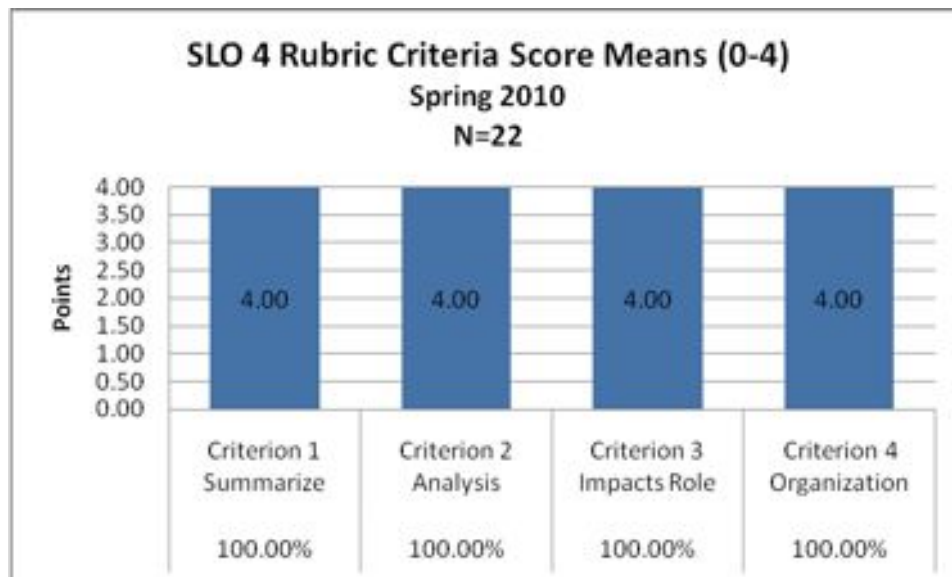
Figure 21

School Nurse AY10-11 Criteria Score Means-SLO 4
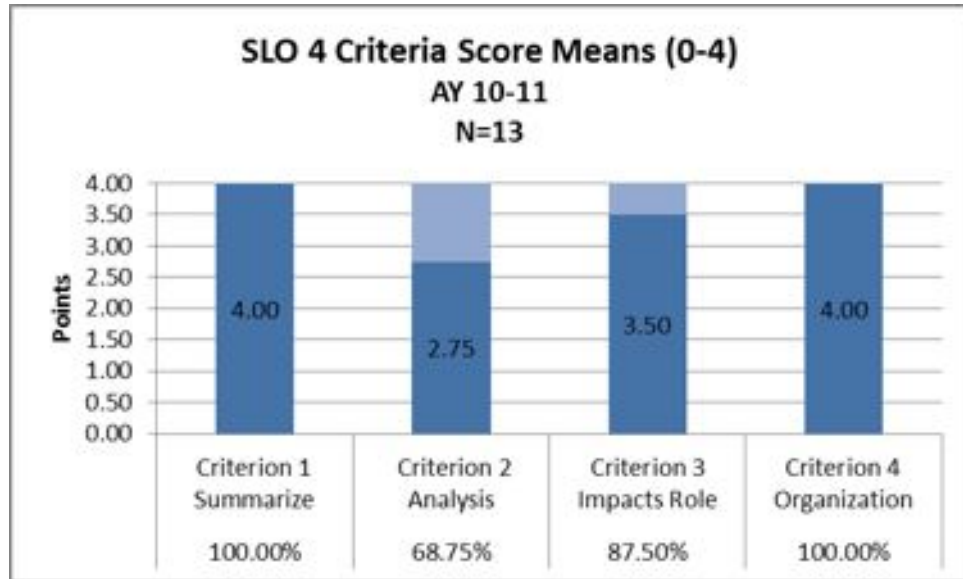
Outcome 5: Analyze basic leadership skills in school health practices.

Figure 22

School Nurse AY09-10 Score Distribution-SLO 5
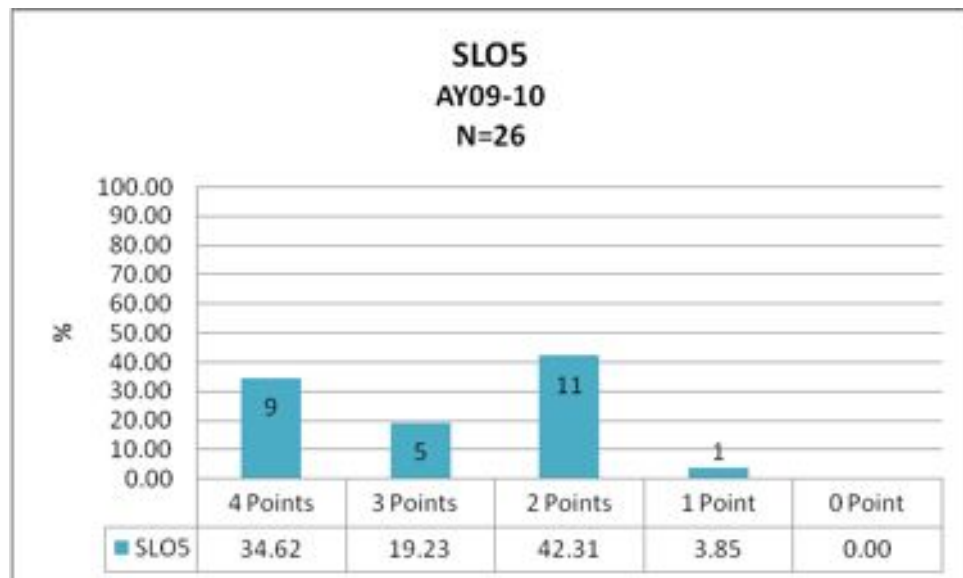
Figure 28

School Nurse AY10-11 Score Distribution-SLO 5

SLO 5
AY 10-11
N=12

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO 5	25.00	66.67	8.33	0.00	0.00
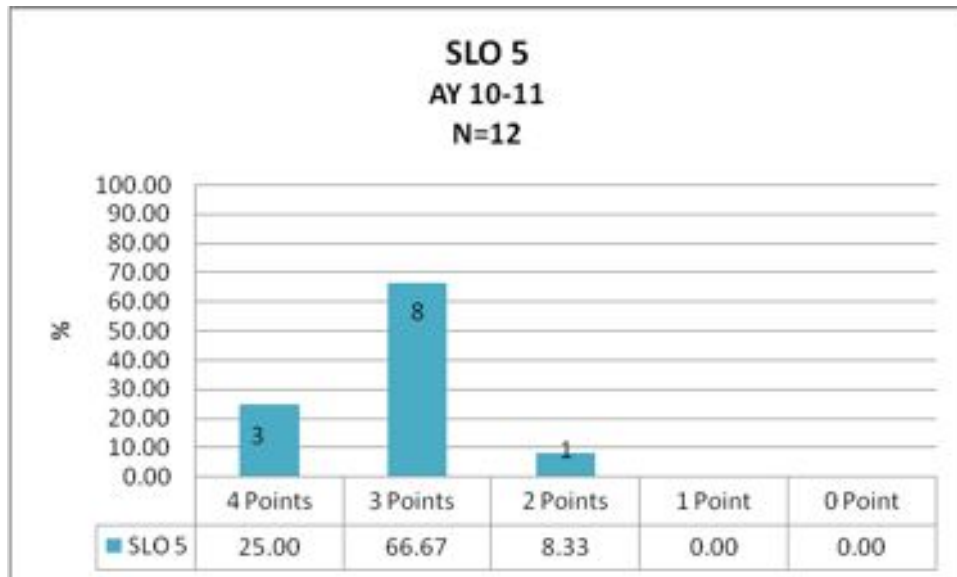
Figure 29

School Nurse Spring 2010 Criteria Score Means-SLO 5

SLO 5 Rubric Criteria Score Means (0-4)
Spring 2010
N=26

	Criterion 1 Understanding Styles	Criterion 2 Critique of Preceptor	Criterion 3 Critique of Student	Criterion 4 Improvement Plan	Criterion 5 Organization
	3.31	3.27	3.19	2.88	3.42
	82.69%	81.73%	79.81%	72.12%	85.58%
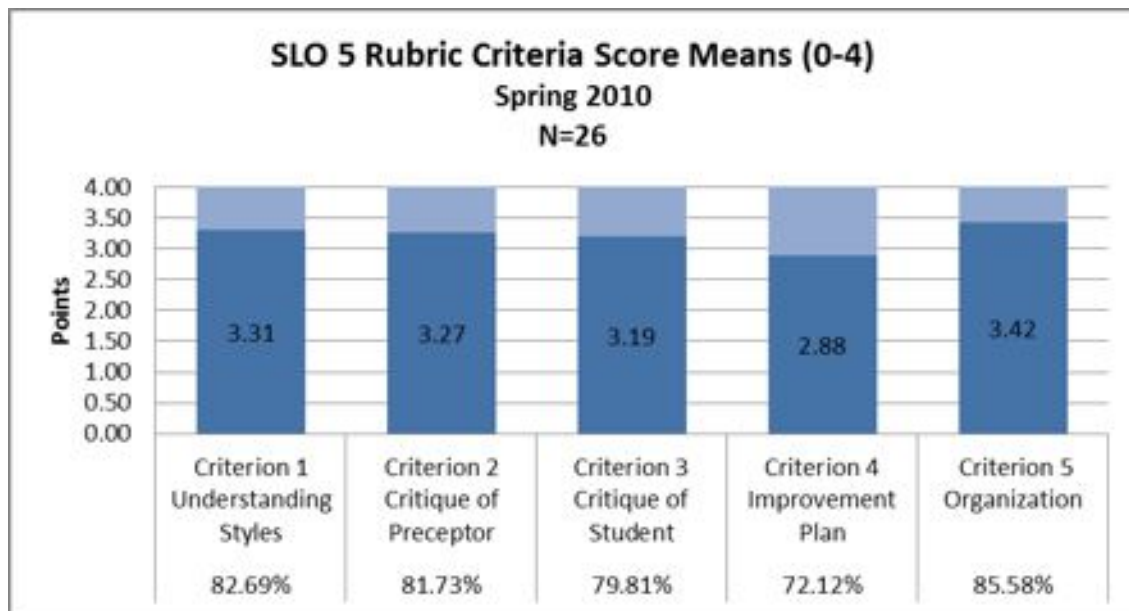
Figure 30

School Nurse AY10-11 Criteria Score Means-SLO 5
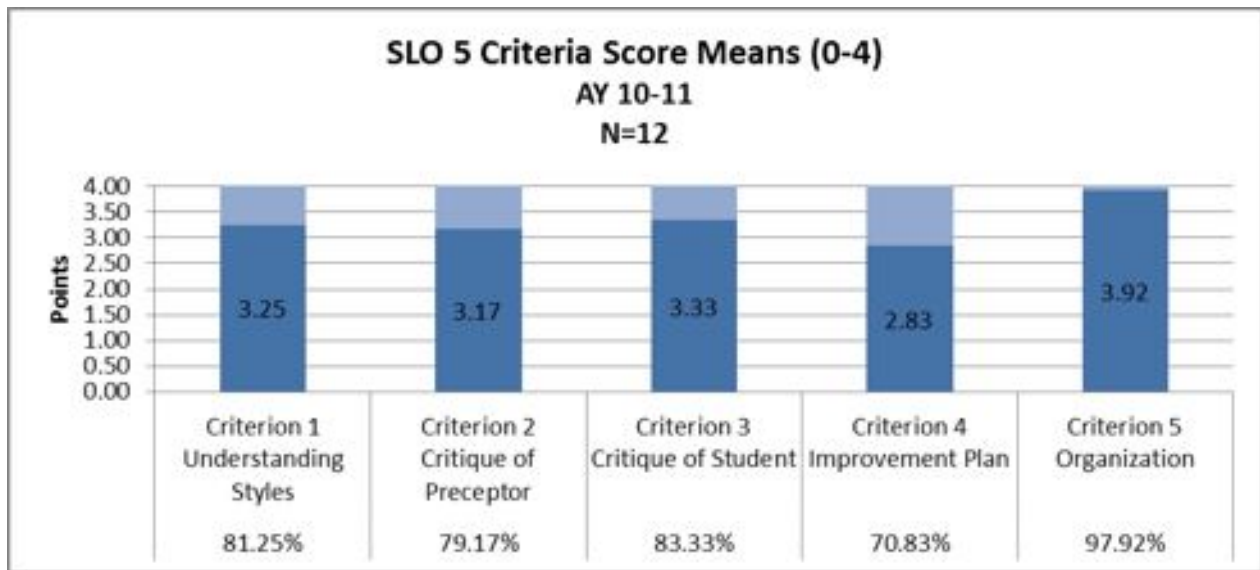
Outcome 6: Formulate a school health related decision based on ethical decision making concepts.

Figure 31

School Nurse AY09-10 Score Distribution-SLO 6

Figure 32

School Nurse AY10-11 Score Distribution-SLO 6

Figure 33

School Nurse Spring 2010 Criteria Score Means-SLO 6

Figure 34

School Nurse AY10-11 Criteria Score Means-SLO 6
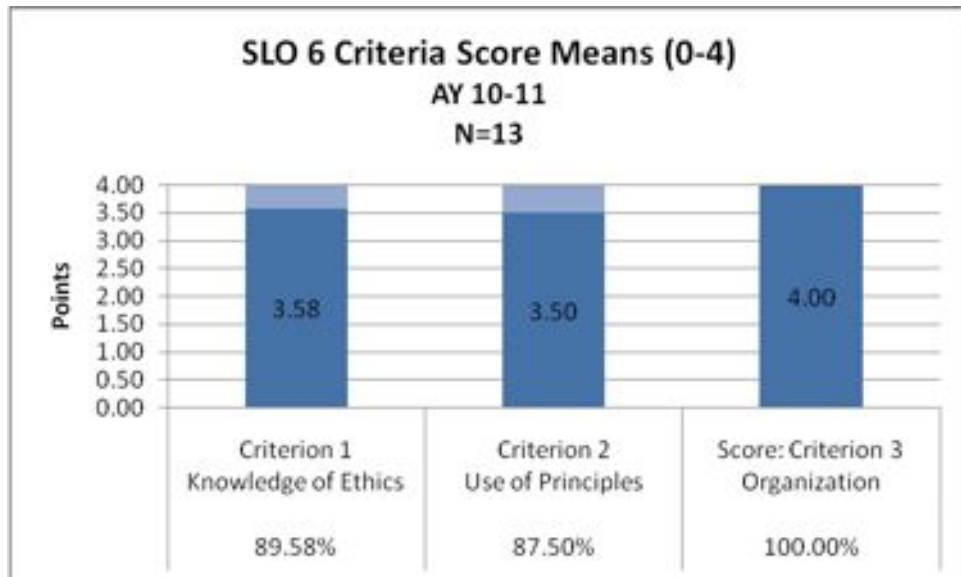
Outcome 7: Describe and apply strategies for health promotion in the school setting.

Figure 35

School Nurse AY09-10 Score Distribution-SLO 7
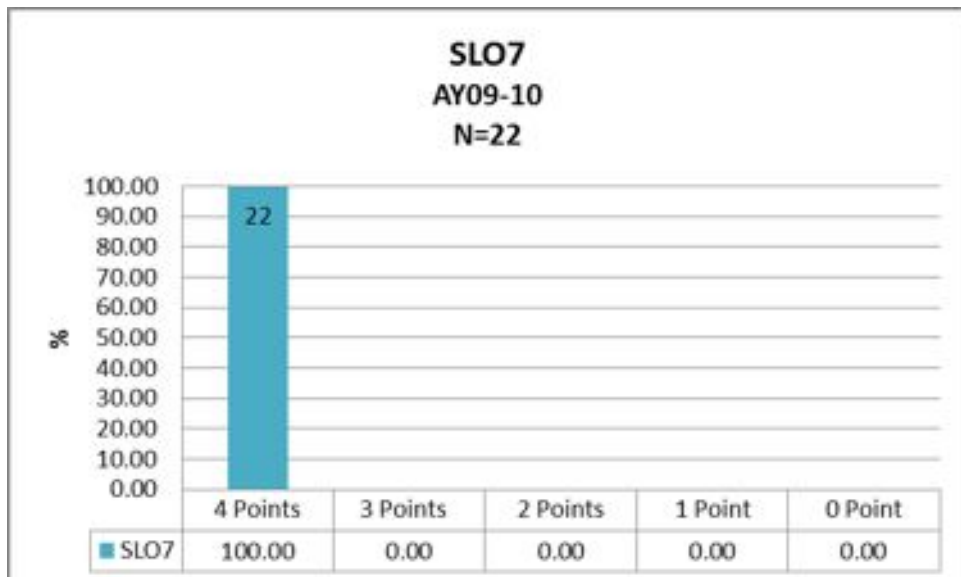
Figure 36

School Nurse AY10-11 Score Distribution-SLO 7

SLO 7
AY 10-11
N=12

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO 7	100.00	0.00	0.00	0.00	0.00
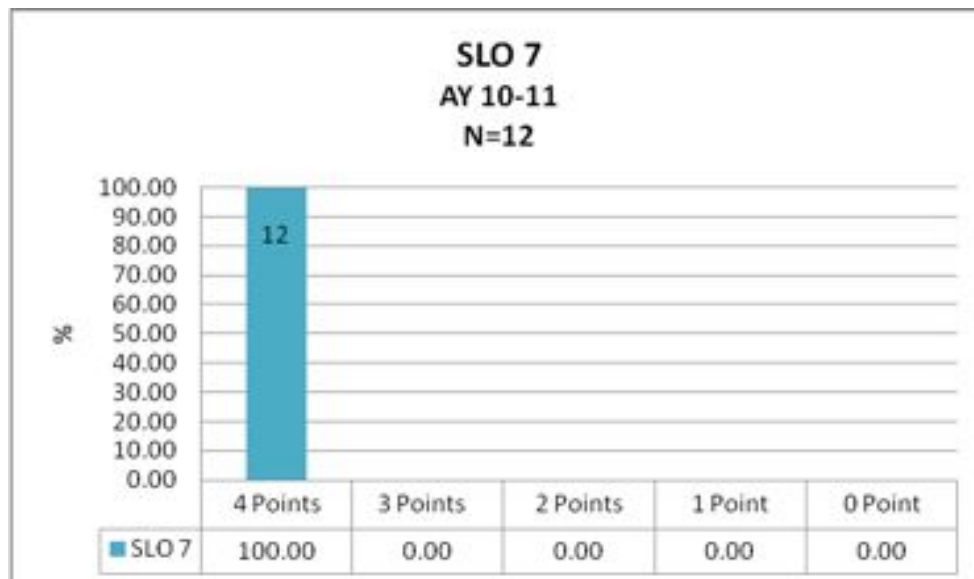
*There are no 2009-2010 criteria data for SLO7

Figure37

School Nurse AY10-11 Criteria Score Means-SLO 7

SLO 7 Criteria Score Means (0-4)
AY 10-11
N=12

	Criterion 1 Topic	Criterion 2 Instruction Goals	Criterion 3 Instructional Strategies	Criterion 4 Assessment	Criterion 5 Materials	Criterion 6 Organization
Points	4.00	3.75	3.50	3.50	3.75	4.00
	100.00%	93.75%	87.50%	87.50%	93.75%	100.00%
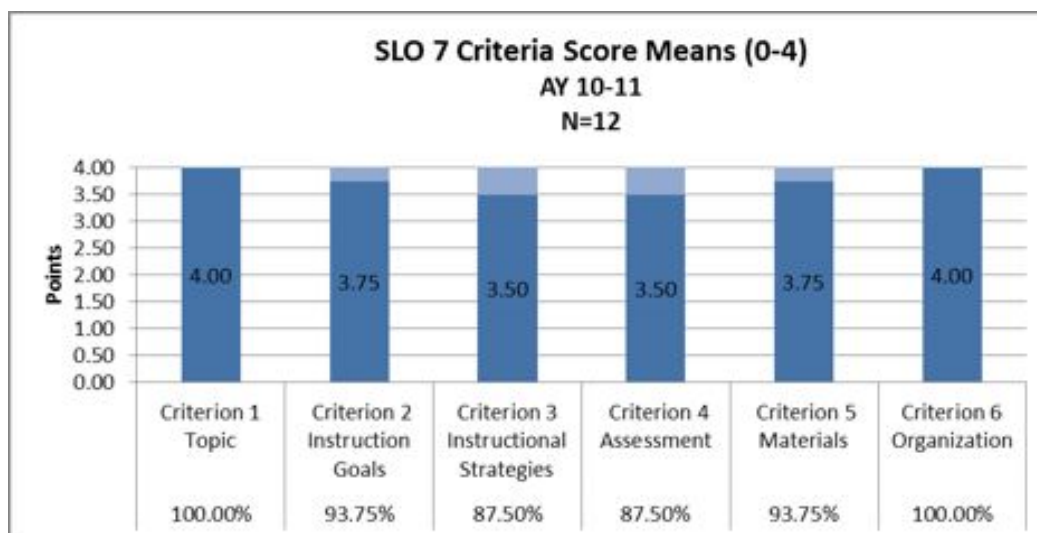
Students' clinical performance was evaluated by the credentialed clinical preceptor for each student enrolled in 536L, the clinical practicum course. In Fall 2009, 22 students were evaluated, and in Spring 2011, 12 students were evaluated. In the 2009-10 and 2010-11 academic years, all (34) students received either "strong" or "outstanding" evaluations for demonstration of knowledge and skills supervised in the School Nurse Field experience reflecting mastery of candidate performance and

program effectiveness. For the 2010-11 academic year all students received satisfactory clinical evaluation scores, and most students (92%) received strong to outstanding overall evaluations revealed that students demonstrated strong to outstanding clinical, organizational, and leadership abilities, reflecting mastery of candidate performance and program effectiveness.. School Nurse Field Experience Evaluation 2010-11 (N=12)

Rating (Total Score)	N	M	%
Outstanding (4)	8	4	67
Satisfactory-Strong (3.5)	1	3.5	8
Strong (3)	2	3	17
Needs Improvement-Satisfactory (2.5)	1	2.5	8

2009-10 Program Effectiveness Data

The Spring 2010 *Student Evaluation of the Instructor* report included feedback on whether the instructor provided assignments/activities that were useful for learning and understanding the subject. The number of respondents to this question was 18. Mean score was 3.81 (out of a possible 5), SD 1.04, and standard error of the mean was 0.26.

In their written comments, students said "I think the written assignments were excessive", "too many assignments", "I think there are too many assignments required of this course. The same content could be taught with less written assignments", "there are just too many assignments".

2010-11 Program Effectiveness Data

The Spring 2011 *Student Evaluation of the Instructor* report for didactic and clinical portions of the School Nurse courses provided feedback on whether the instructor provided assignments/activities that were useful for learning and understanding the subject. The number of respondents to this question for the didactic (N536) course was 12. Mean score was 5.0 (out of a possible 5.0). The number of respondents to this question for the clinical (N536L) course was 12. Mean score was 4.91 (SD .28; SEM .08). No written comments were provided

Students provided feedback about the reasonableness of the workload expectations for the didactic and clinical courses. For didactic portion (N536) the Mean score was 4.83 (SD .38; SEM .11) and for the clinical portion (N536L) the Mean score was 4.91 (SD .28; SEM .08). No written comments were provided.

A student focus group held in Spring 2011 revealed that students feel that the N536 and N536L courses require a heavy burden in written assignments, and students' preferred learning methods that include practice based/practical experiences. For the 2011-12 academic year, the Program Coordinator will review assignments and student learning outcomes for potential methodological revisions to accommodate preferred learning styles, and present proposed changes to nursing faculty.

PART III – Analyses and Discussion of Candidate and Program Data

Overall performance standards for the CSULB Program require that 75% of students get a score of 3 or better on each SLO assignment. Individual criteria scores from the rubrics require a score of 3 or better. Candidate performance was strong as reflected by the AY 09-10 Means at or above 3.0 for all SLOs.

For the 2009-2010 academic year, two individual criteria scores fell below the 3.0 threshold:

1. the school nurse's role defined with examples used to demonstrate understanding of the special education process (as required within SLO 1 written assignment) - 4 of 22 students scored < 3.0

2. a clear plan demonstrating how the student will improve in leadership skills (as required within SLO 5 written assignment), 8 of 25 students scored <3.0

Neither of these criterions has evidence of students struggling with related skills or content elsewhere. Curriculum will be refined to provide sufficient depth of content and expanded coverage in both special education and leadership. Ways to supplement will include more explicit lectures using case studies and additional readings germane to the subject area. A thorough review of the rubric grading system will be provided at the beginning of the course to orient students to the assignment expectations.

For the 2010-11 all students met the total 3.0 score threshold for each of the SLO assignments.

Three criterion scores within SLO 3, SLO 4, and SLO 5 fell below 3.0. Within the learning outcome (3) in which students must "Implement school health care practices in a culturally diverse school setting", the mean score was 2.83 for "application of cultural competence into nursing care plan" criteria. Within the learning outcome, "current health issues in Preschool through 12th grade education" the mean score was 2.75 for the "analyze basic leadership skills in school health practices" criterion. For SLO 5, "Analyze basic leadership skills in school health practices", the mean score was 2.83 for the student "improvement plan". These scores indicate relative student weaknesses in the ability to perform the School Nurse role in a culturally competent manner, in the application of leadership skills in the clinical setting, and in developing a personal plan of professional development to acquire greater leadership skill.

Data from SLO 3-5 indicate that students require greater focus in didactic and practical implementation of healthcare in a more culturally sensitive manner. Additionally, students require greater training and practical experience in applying leadership skills to situations encountered in the school setting, and in developing a professional development plan to improve these skills.

Student Evaluation of the Instructor report data for the 2009-10 and 2010-11 academic years, indicated that students felt that course reading and SLO assignments were relevant and useful, however the number of assignments for the didactic and clinical courses (N536 and N536L) were excessive.

Part IV – Use of Assessment Results to Improve Candidate and Program Performance

The proposed changes in the table below were developed in conjunction with academic year 2009-2010 and 2010-11 assessment data.

Table 9

Action Items

Priority	Action or Proposed Changes To Be Made	By Whom?	Date of Performance By When?	Relevant Program Standard
Curriculum Analysis	Perform a curriculum gap analysis to ensure that program is compliant with new school nurse essential criteria.	Program Coordinator and Faculty	Spring 2011, (Complete)	Program Standards 1 – 7; Common Standard 2
Student Focus Groups	Conduct student focus groups to explore methodologies to improve student learning outcomes.	Program Coordinator and Faculty	Spring 2011 (Complete) annually	Program Standards 1-7; Common Standard 2
SLO Analysis	Re-visit current SLOs to ensure they are a true reflection of positive students learning outcomes and are "sensitive" enough to capture that data.	Program Coordinator and Faculty	Spring 2011 (Complete) , Spring 2012	Program Standards 1- 7; Common Standard 2
Recruitment	Identify additional approaches and resources to enhance recruitment efforts.	Program Coordinator and Faculty	Spring 2011 (Complete) Fall, 2012	
Assist candidates to be able to demonstrate understanding of the special education process	Explicit lectures using case studies and additional readings related to these topics; review of rubric to orient students to assignment;	Program Coordinator and Faculty	Spring 2011, (Complete)	Program Standards 4 and 7
Assist candidates to be able to develop a plan to improve their professional leadership skills	Explicit lectures using case studies and additional readings related to leadership; review of rubric to orient students to leadership assignment; focused attention to self- assessment of leadership skills; focused attention to creating an improvement plan and In consultation with clinical preceptor, plan opportunities to apply leadership skills;	Program Coordinator and Faculty; Clinical Preceptors	Spring 2011 (1-2 completed), Spring 2012	Program Standard 7
Assist candidates analyze their leadership skills in school health practices	Explicit lectures using case studies and additional readings related to these topics; review of rubric to orient students to assignment; attention to self- assessment and creating an improvement plan related to leadership	Program Coordinator and Faculty	Spring 2011 and Spring 2012	Program Standard 7
Assist candidates to be able to demonstrate application of cultural competence into a nursing care plan	Explicit lectures using case studies and additional readings related to cultural diversity and school health issues; review of rubric to orient students to assignment	Course Instructor/ Faculty	Spring 2012	Program Standard 3 and 5
To provide concise relevant learning experiences that will allow for improvement of student learning outcomes	Conduct student focus groups to explore instructional methodologies, student assignments, and clinical experiences to enhance course work.	Course Instructor/ Faculty	Spring 2011 (Complete) Spring 2012	Common Standard 2; Program standards 3, 5 and 7

Curriculum was refined to provide sufficient depth of content and expanded coverage in both special education and leadership in the AY 2010-11. In order to address this criterion, explicit lectures using case studies and additional readings germane to special education and leadership were implemented. A thorough review of the rubric grading system was provided at the beginning of the course to orient students to the assignment expectations. These actions resulted in increased scores for special education (SLO 1).

Future courses will include a detailed discussion regarding the student expectations for the leadership outcome with particular attention of self-assessment and creation of a professional improvement plan. Additionally, courses will address cultural competence across all learning activities. In each of the student learning activities attached to SLOs 1-7, students will be asked to address their approach to address with family and organizational culture aspects of the target population(s) or situation. Additionally, instructor will work with students and their clinical preceptors to develop a plan for professional development to develop leadership skills and opportunities for students to apply their knowledge to various situations encountered in the school setting.

Although students feel that the assignments are excessive in number, there is no recommendation to diminish the number based upon the fact that each is designed to capture student performance data for the seven student learning outcomes. It is recommended that the assignments be tailored to address multiple learning objectives and strengthen cultural competence and leadership skills.

Commission on Teacher Credentialing
Biennial Report

(For Institutions in the Red, Green, and Indigo Cohort Due Summer/Fall 2011)

Academic Years 2009-10 and 2010-11

Institution	California State University, Long Beach
Date report is submitted	Fall 2011
Program documented in this report	School Psychology Program
Name of Program	School Psychology Program
Credential awarded	Pupil Personnel Services School Psychology Credential

Is this program offered at more than one site? No	
If yes, list all sites at which the program is offered	
Program Contact	Kristi Hagans
Phone #	562-985-4435
E-Mail	khagansm@csulb.edu
If the preparer of this report is different than the Program Contact, please note contact information for that person below:	
Name:	
Phone #	
E-mail	

PART I – Contextual Information

The philosophy of the School Psychology Credential Program is based on an ecological theoretical perspective (Brofenbrenner, 1979). By promoting an ecological model, candidates learn to understand that PreK-12 student achievement and behavioral difficulties result from a discrepancy between the developing capabilities of the student and the multiple demands of his/her environment (Ogbu, 1981; Sroufe, 1979).

The following goals of the school psychology program are based on the Philosophy, Values and Beliefs statement presented above, and support the Theme and Mission Statement of the College of Education. The school psychology program goals are to:

1. Provide competent instruction in all areas related to the practice of school psychology;

2. Advance the knowledge base in school psychology through student research, and the research and writing of faculty;

3. Develop in school psychology graduate students a sense of the necessity for life-long independent study as well as an appreciation of the value of collaborative interactions;

4. Serve the needs of the community by training school psychology graduate students to provide professional services to students, schools and the community;

5. Prepare school psychology graduate students to meet all entry-level and continuing education standards for credentialing and licensure appropriate to their future work settings.

Specific program learning outcomes and their relation to local, state, and national standards are outlined in Table 1.

The CSULB School Psychology Credential Program is a 61 semester unit program (plus 9 units of prerequisite courses) housed within the Advanced Studies in Education and Counseling Department (ASEC) within the College of Education (CED). Nine of the 61 units are completed as part of candidates' master's degree program. Two distinct types of candidates complete the program: those who have already completed a master's degree in the behavioral or educational sciences from an accredited university (i.e. "Credential Only"), and those who complete CSULB's Master's Degree in Education, Educational Psychology Option (i.e., "Joint" educational psychology degree and school psychology credential program). Both types of candidates typically complete the program in three years, though the latter typically take summer school.

The program currently serves 61 full- and part-time candidates with three full-time faculty members (Table 5) devoted to the program. Table 2 below is a summary of candidates admitted to and those who completed the program during the 2009-2010 school year.

Table 1

Program Student Learning Outcomes and Relevant Standards

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5	Outcome 6	Outcome 7	Outcome 8	Outcome 9	Outcome 10
SLOs	Use systematic assessment models to collect data that are useful in identifying strengths and needs, understanding problems, and measuring progress; assessment results are then translated into empirically-based decisions about service delivery, and used to evaluate the outcomes of services	Demonstrate knowledge of behavioral, mental health, collaborative, and/or other consultation models and their application to particular situations through effective collaboration with others in planning and decision-making at the individual, group, and system levels	In collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions	In collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions	Demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs	Work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others	Provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students	Work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families	Evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services	Practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development
Signature Assignment(s)	Parent interview, Case study	Class presentation	Case study	Case study	Survey	Class presentation	Case study/ Report	Parent interview	Case study/Report	Report of findings
National Standards	Data-Based Decision Making	Collaborative Consultation	Effective Instruction/ Cognitive Development	Socialization/ Development of Life Skills	Student Diversity	School/ Systems Organization	Prevention/ Mental Health	Home/ School/ Community Collaboration	Research	Ethical/Legal Practice and Professional Development
Conceptual Framework	Research and Evaluation	Service and Collaboration	School Improvement	School Improvement	Values Diversity	Prepares Leaders	Prepares Leaders	Service and Collaboration	Research and Evaluation	Prepares Leaders
NCATE Elements	Knowledge and skills – other	Knowledge and skills– other	Knowledge and skills– other	Student learning– other	Professional Dispositions	Student learning-other	Knowledge and skills- other	Knowledge and skills- other	Knowledge and skills- other	Professional dispositions

Table 2

Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)

	Transition Point 1 Admission to Program					
	2009-2010			**2010-2011**		
	Applied	**Accepted**	**Matriculated**	**Applied**	**Accepted**	**Matriculated**
TOTAL	123	33	21	98	38	22

Table 3

Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)[1]

	Transition Point 2 Advancement to Culminating Experience	
	2009-2010	**2010-2011**
Thesis (698)[2]	5	0
Comps[3]	13	18

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[1] Data are reported Summer term through Spring term (e.g., Summer 2009-Spring 2010 for the 2009-10 academic year.)

[2] This is data on students who were enrolled in thesis work during Fall 2009 and Spring 2010. This figure may include students who actually "crossed into" this transition point prior to Fall 2009 and were still making progress on their theses at this time.

[3] This is data on the number of students who *applied* to take the comprehensive examination in Fall 2009, Spring 2010, or Summer 2010. The data include students who may not have taken or passed the examination(s).

Table 4

Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)

	Transition Point 3 Exit	
	2009-2010	**2010-2011**
Degree and Credential	15	10
Credential[4]	3	5

Table 5

Faculty Profile 2009-2011[5]

Status	**2009-2010**	**2010-2011**
Full-time TT/Lecturer	3	3
Part-time Lecturer	2	2
Total:	5	5

Changes Since Last Accreditation Activity (Biennial Report, Program Assessment or Site Visit)*.*

None

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[4] Data for Initial and Advanced Credential Programs reflects students who have filed for their credential with the Credential Office. These data generally include students who have completed the program one or more years prior to filing their credential request, particularly related to the advanced credential programs. Data are reported for Summer 2009 through Spring 2011.

[5] Figures include headcounts of individual faculty who taught in the program during the academic year. Faculty who teach in multiple programs are counted in each.

PART II – Candidate Assessment/Performance and Program Effectiveness Information

a) What are the primary candidate assessment(s) the program uses up to and through recommending the candidate for a credential?

b) What additional information about candidate and program completer performance or program effectiveness is collected and analyzed that informs programmatic decision making?

Table 6 presents a summary of program learning outcomes and related signature assignments, while Table 7 provides an overview of instruments used to collect program effectiveness data.

Table 6

Program Student Learning Outcomes and Signature Assignments

Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
SLO 1: Use systematic assessment models to collect data that are useful in identifying strengths and needs, understanding problems, and measuring progress; assessment results are then translated into empirically-based decisions about service delivery, and used to evaluate the outcomes of services	• EDP 579: Case Study-Clinic • EDP 527: Academic Case Study-School	• Candidates collect baseline data, develop student goals, develop and implement an academic intervention in a clinic setting; collect and graph weekly progress monitoring data, and make data-based decisions regarding the efficacy of the implemented intervention. • Candidates collect baseline data, develop student goals, develop and implement (or assist in the implementation of) an academic intervention in a school setting; collect and graph weekly progress monitoring data, and make data-based decisions regarding the efficacy of the implemented intervention. • The report and explanation of results is provided to parent(s) in the Clinic under the observation of the instructor via one-way mirror.
SLO 2: Demonstrate knowledge of behavioral, mental health, collaborative, and/or other consultation models and their application to particular situations through effective collaboration with others in planning and decision-making at the individual, group, and system levels	EDP 536: Consultation Case Study	Candidates engage in a consultation relationship with a teacher at a school site focusing on a student who is experiencing academic difficulties. Candidates submit a report of their consultation outcomes.
SLO 3: In collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals;	EDP 579: Academic Case Study	Candidates collect baseline data, develop student goals, develop and implement an academic intervention in a clinic setting; collect and graph weekly progress monitoring data, and make data-based decisions regarding the efficacy of the implemented intervention.

| Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
and evaluate the effectiveness of interventions		
SLO 4: In collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions	EDP 560: Behavioral Case Study	Candidates collect baseline data, develop student goals, develop and implement (or assist in the implementation of) a behavioral intervention, collect and graph weekly progress monitoring data, and make data-based decisions regarding the efficacy of the implemented intervention.
SLO 5: Demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies selected and/or adapted based on individual characteristics, strengths, and needs	EDP 536: In-Service Presentation	Candidates organize and carry-out an in-service present on a topic related to culture, ethnicity, language, socioeconomic, gender, sexuality, or ability as it relates to youth and staff well-being, and student achievement specifically.
SLO 6: Work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others	EDP 528: School Analysis Report	Candidates conduct an analysis of their school site practica placement to become familiar with the structure, organization, policies, and procedures of their school, and familiarize themselves with local, state, and federal accountability requirements, and potential issues and needs of the school and its surrounding community.
SLO 7: Provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students	EDP 517: Counseling Case Study	Candidates are observed engaged in a counseling session with a school-age client in a school setting. Candidates are rated based on implementing evidence-based counseling strategies and techniques, as taught in class.
SLO 8: Work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families	EDP 579: Parent Interview	Candidates provide assessment and academic intervention services to a school-age client in the Educational Psychology Clinic, and write a summary report. The report and explanation of results are provided to parent(s) in the Clinic under the observation of the instructor via one-way mirror.
SLO 9: Evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services	EDP 641B: Final Program Evaluation	Candidates complete an evaluation of an existing or self-implemented program in an elementary or secondary school setting, including collecting extant and evaluative data, analyzing and interpreting the data, and writing a formal program evaluation report.
SLO 10: Practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development	EDP 642A: Ethics Case Study	Candidates apply an 8-step problem-solving ethics model to a typical dilemma encountered in a school setting, and are required to identify which of the ethical principles (respect for dignity of person, responsible caring, integrity in professional relationships, and responsibility to community and society) is at issue. The focus of the dilemma (i.e., the person who may be "harmed") may be students, staff or parents, but not the candidate.

Table 7

Program Effectiveness Data

Data Collection Instrument	When Administered
Exit Survey	Annually in Spring
Alumni Survey	Spring 2009
Student Satisfaction Survey (graduates only)	Spring 2010

c) Include aggregated data from 4-6 instruments that were described in (a) and (b).

2009-10 Student Learning Data

Figure 1

School Psychology AY09-10 SLO Means
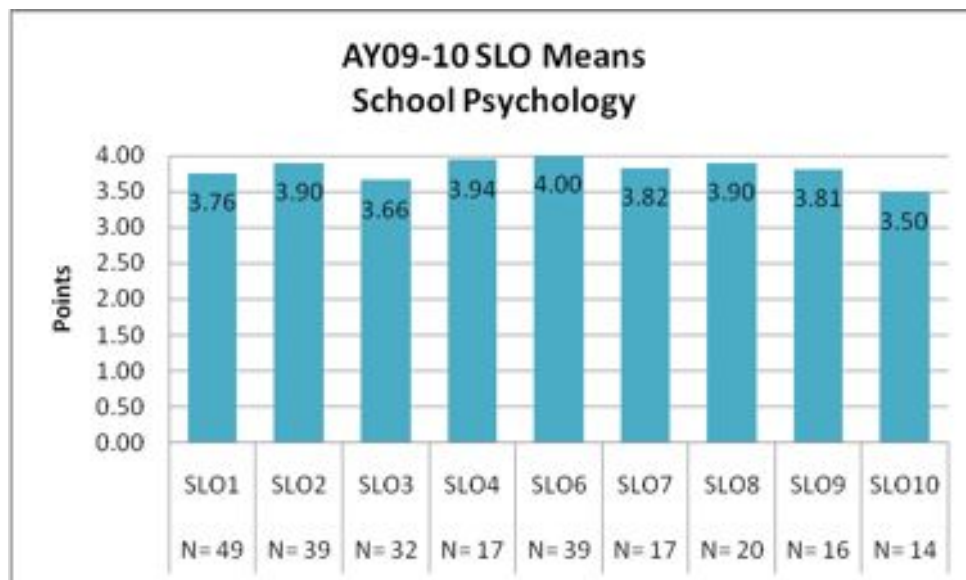
Outcome 1: Use systematic assessment models to collect data that are useful in identifying strengths and needs, understanding problems, and measuring progress; assessment results are then translated into empirically-based decisions about service delivery, and used to evaluate the outcomes of services

Figure 2

School Psychology AY09-10 Score Distribution-SLO 1

SLO 1
AY09-10
N= 49

	4 Points	3 Points	2 Points	1 Point	0 Point
■SLO1	79.59	16.33	4.08	0.00	0.00
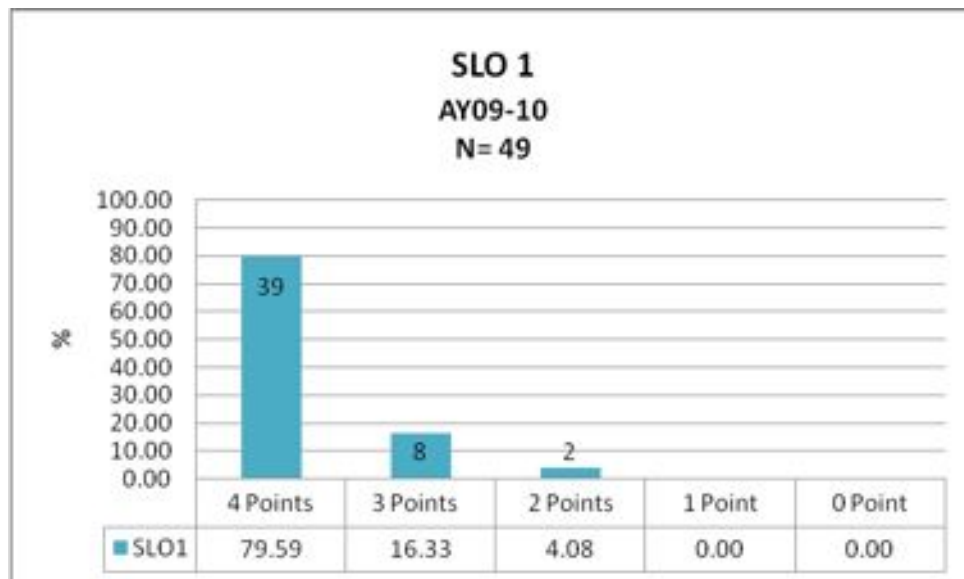
Figure 3

School Psychology Spring 2010 Criteria Score Means-SLO 1

SLO 1 Rubric Criteria Score Means (0-4)
Spring 2010 (EdP 560)
N=17*

Criterion 1 Problem Identification	Criterion 2 Problem Analysis	Criterion 5 Assessment
3.82	3.88	4.00
95.59%	97.06%	100.00%
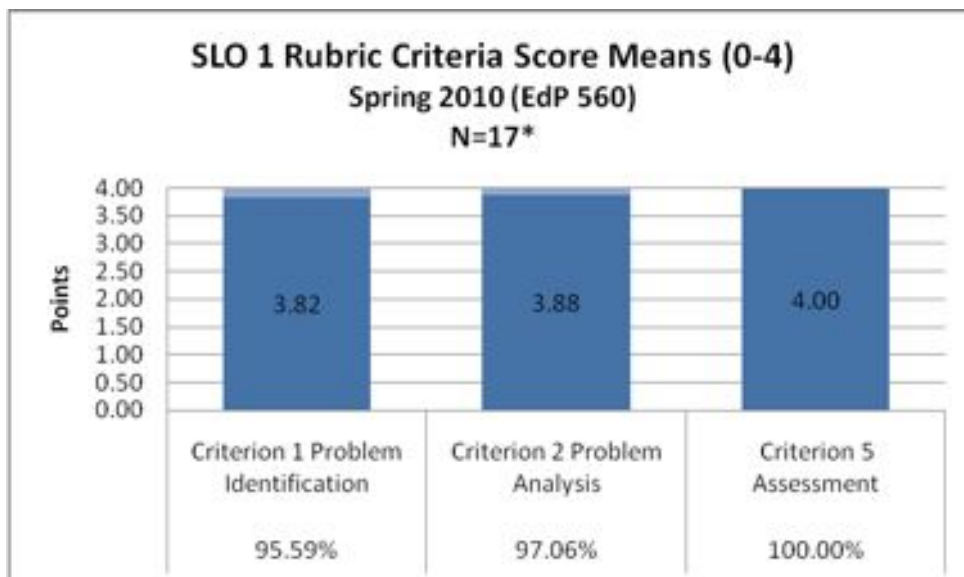
*N counted once in overall SLO score distrubution chart

Figure 4

School Psychology Fall 2009 Criteria Score Means-SLO 1, 3

SLO 1,3 Rubric Criteria Score Means
Fall 2009 (EdP 527)
N=14*

	Criterion 1 Problem Identification	Criterion 2 Analysis	Criterion 3 Intervention	Criterion 4 Conclusions	Criterion 5 Assessment	Criterion 6 Format
	11.39	4.85	14.75	8.00	21.43	26.71
	out of 12	out of 6	out of 18	out of 8	out of 24	out of 28
	94.94%	80.77%	81.94%	88.89%	89.29%	95.41%
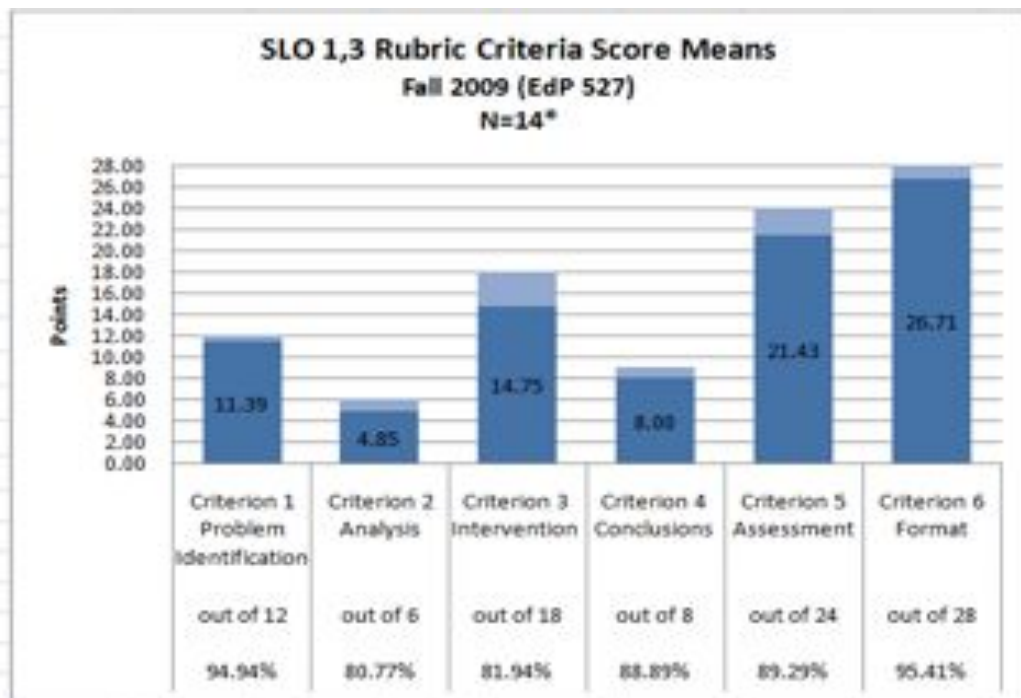
*Criterion 2 N=13, Criterion 3 N=12

Outcome 3: In collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions

Figure 5

School Psychology AY09-10 Score Distribution-SLO 3
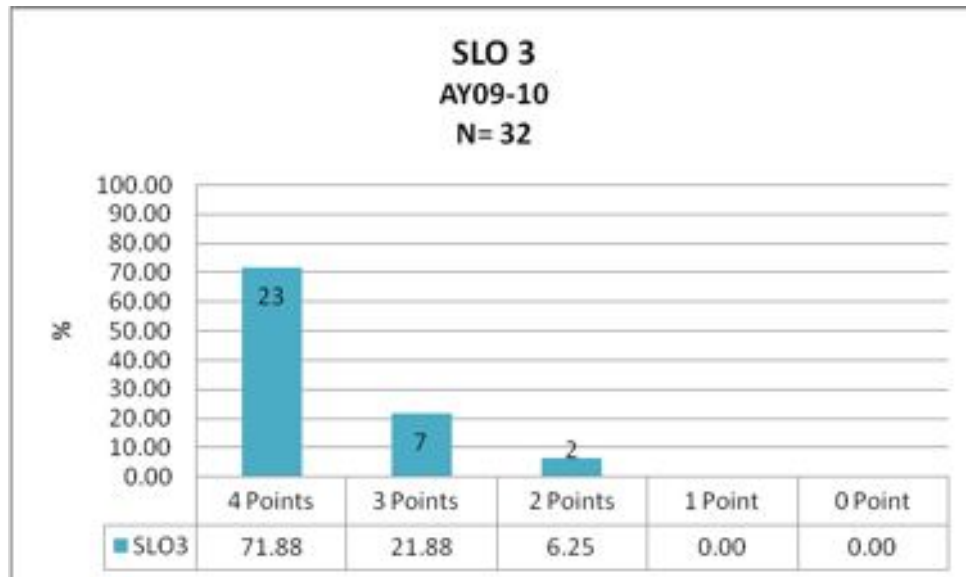
Figure 6

School Psychology Fall 2009 Criteria Score Means-SLO 1, 3
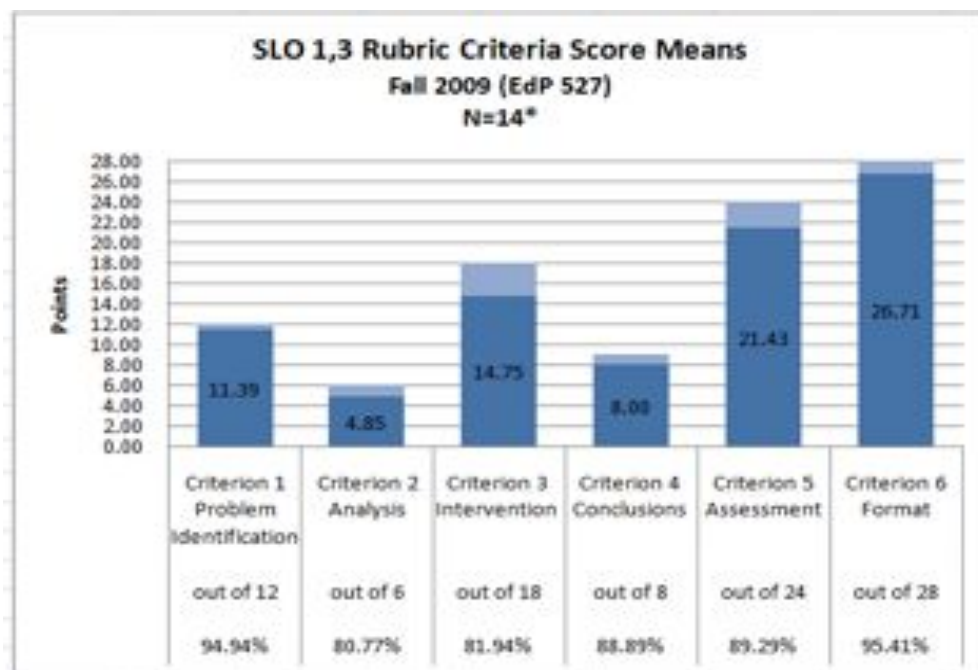
*Criterion 2 N=13, Criterion 3 N=12

Figure 7

School Psychology Spring 2009 Criteria Score Means-SLO 1, 4
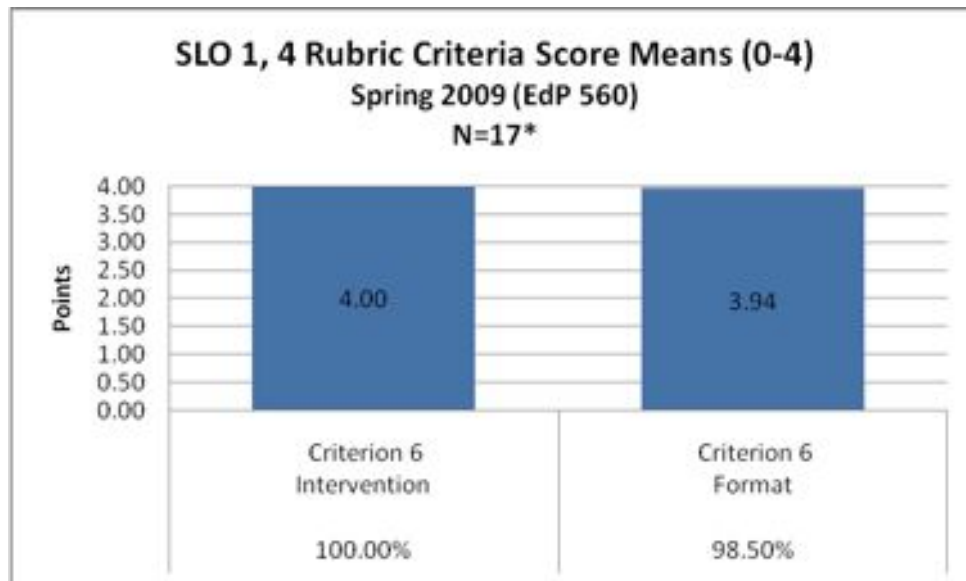
*N counted once in overall SLO score distrubution chart

Outcome 7: Provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students

Figure 8

School Psychology AY09-10 Score Distribution-SLO 7
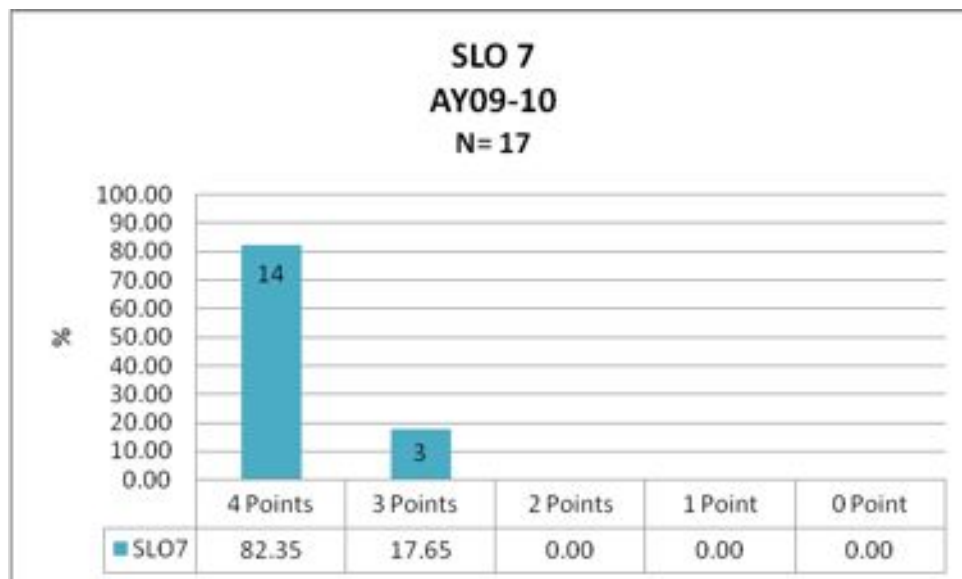
Figure 9

School Psychology Fall 2008 Criteria Score Means-SLO 7

SLO 7 Rubric Criteria Score Means (0-4)
Fall 2008 (EdP 517)
N=17

	Criterion 1 Focus	Criterion 2 Voice	Criterion 3 Poise	Criterion 4 Factual	Criterion 5 Gives Practical info	Criterion 6 Rapport	Criterion 7 Ends w/ closure
Points	3.41	3.71	3.82	3.71	3.76	3.88	3.59
	85.29%	92.65%	95.59%	92.65%	94.12%	97.06%	89.71%
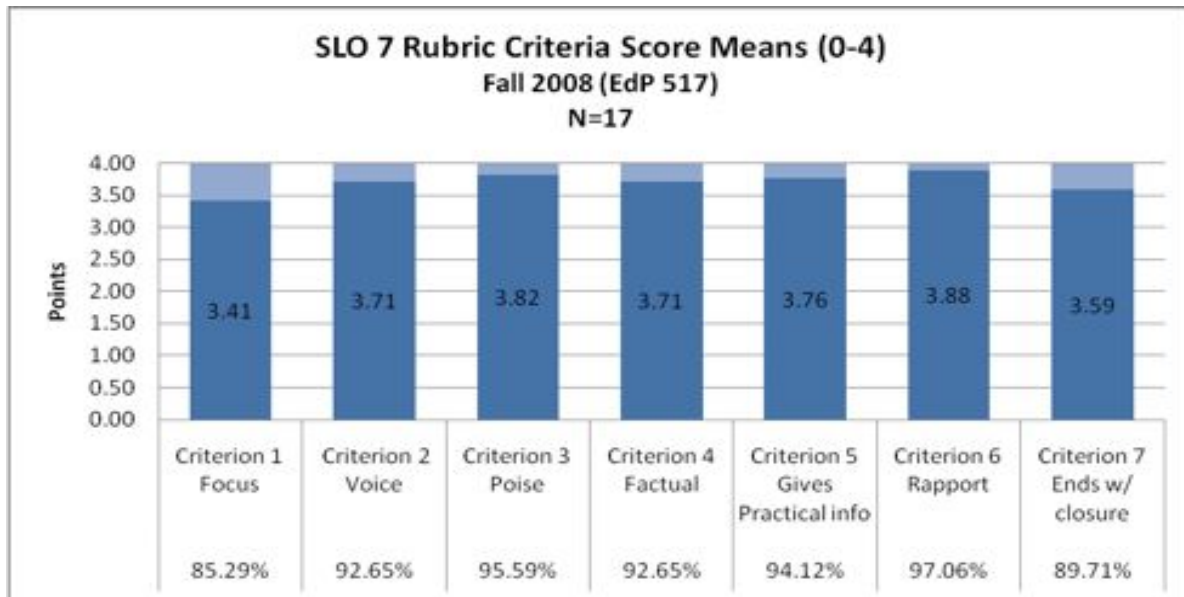
Outcome 9: Evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluations for improvement of services

Figure 10

School Psychology AY09-10 Score Distribution-SLO 9

SLO9
AY09-10
N= 16

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO9	87.50	6.25	6.25	0.00	0.00
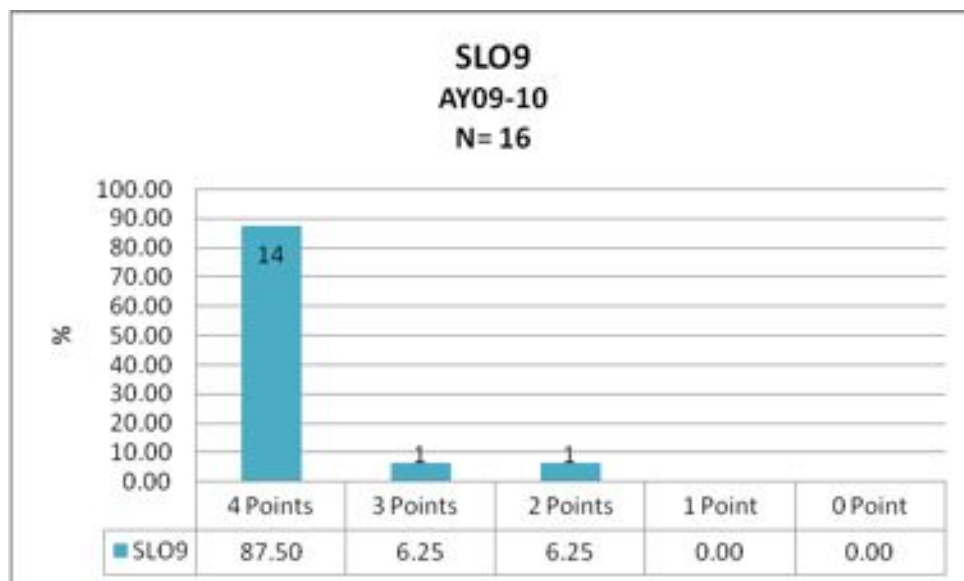
Figure 11

School Psychology Spring 2010 Criteria Score Means-SLO 9
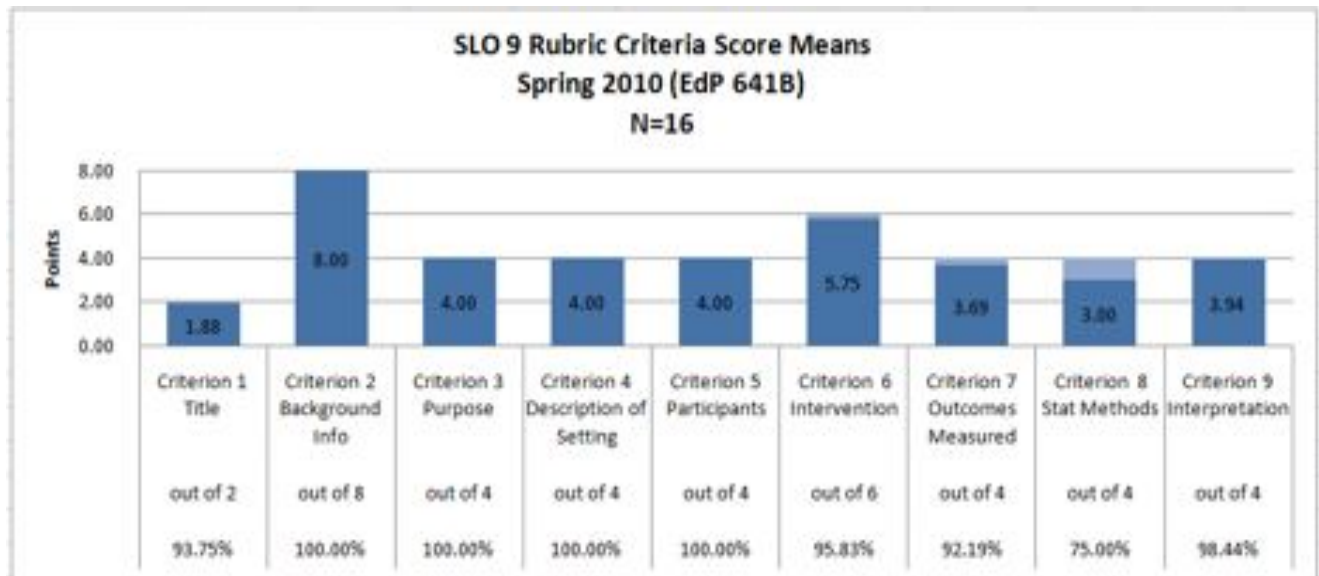
Outcome 10: Practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development

Figure 12

School Psychology AY09-10 Score Distribution-SLO 10
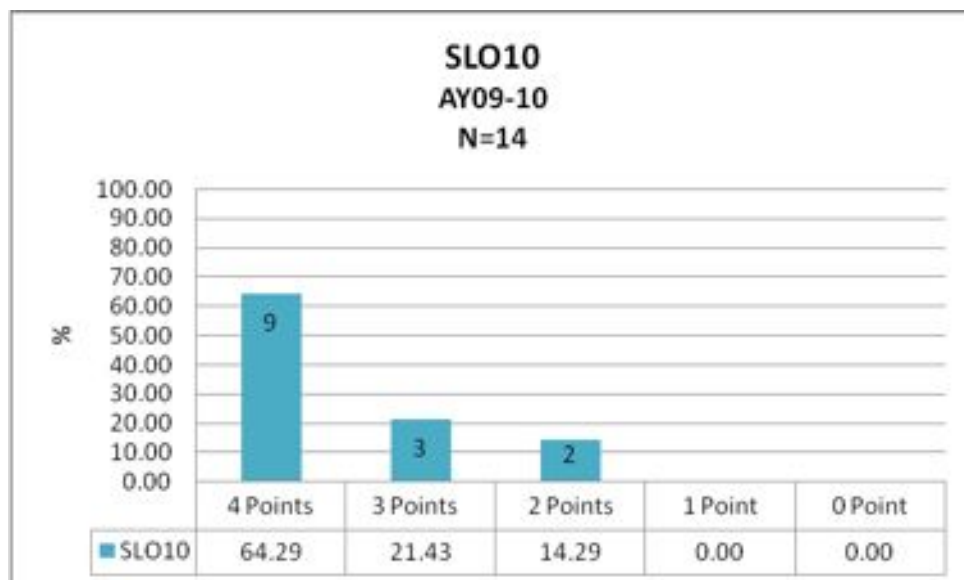
Figure 13

School Psychology Fall 2009 Criteria Score Means-SLO 10
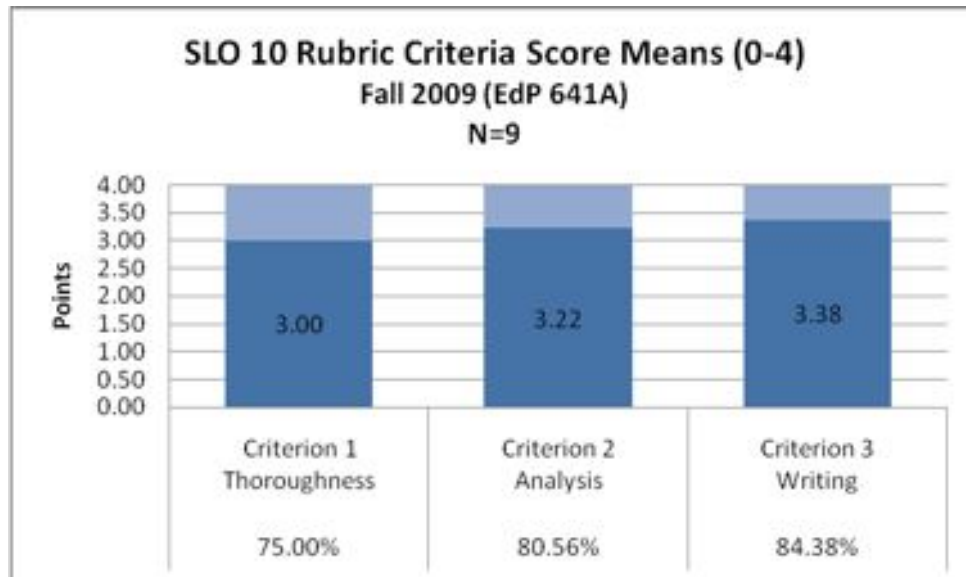
2010-11 Student Learning Data

Figure 14

School Psychology AY10-11 SLO Means
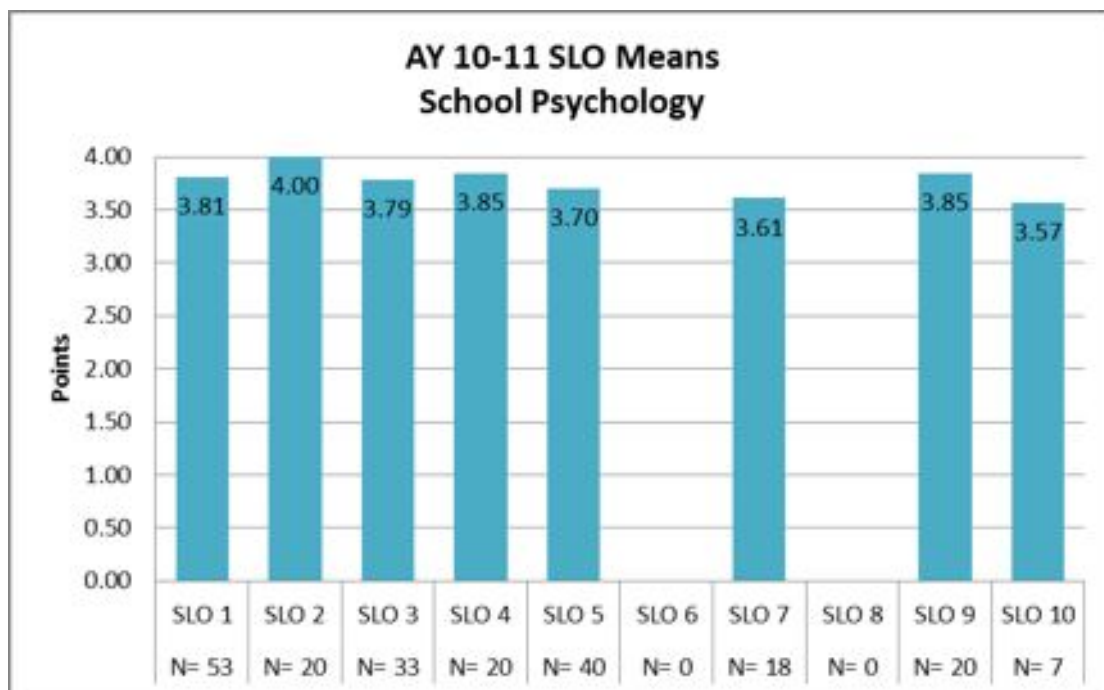
Outcome 7: Provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students

Figure 15

School Psychology AY10-11 Score Distribution-SLO 7
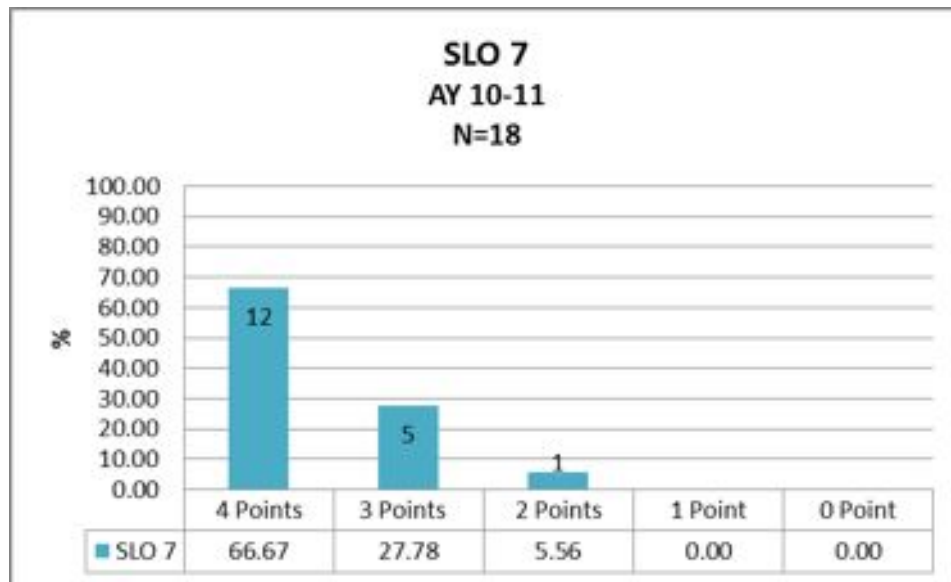
SLO 7
AY 10-11
N=18

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO 7	66.67	27.78	5.56	0.00	0.00

Outcome 10: Practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development

Figure 16

School Psychology AY10-11 Score Distribution-SLO 10

SLO 10
AY 10-11
N=7

	4 Points	3 Points	2 Points	1 Point	0 Point
SLO 10	57.14	42.86	0.00	0.00	0.00
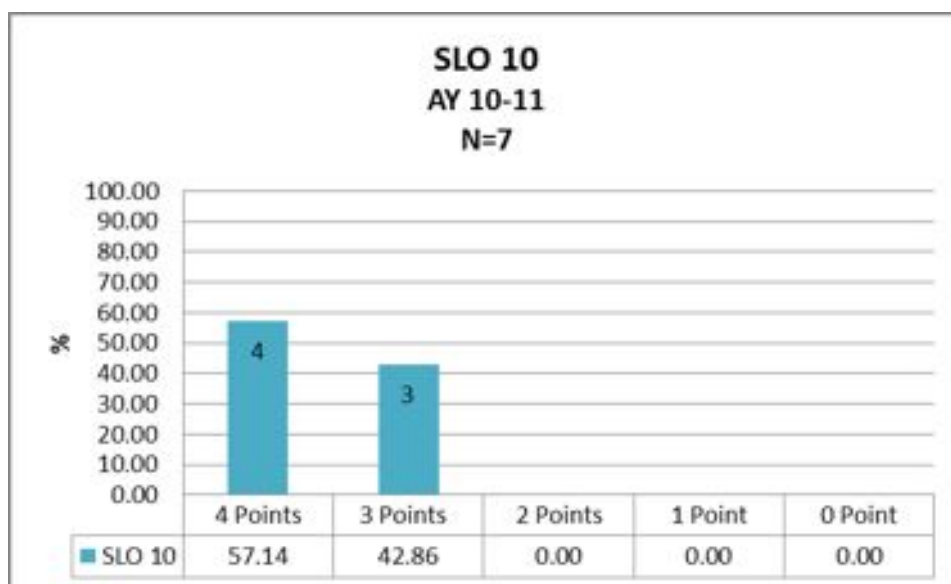
Figure 17

School Psychology AY10-11 Criteria Score Means-SLO 10
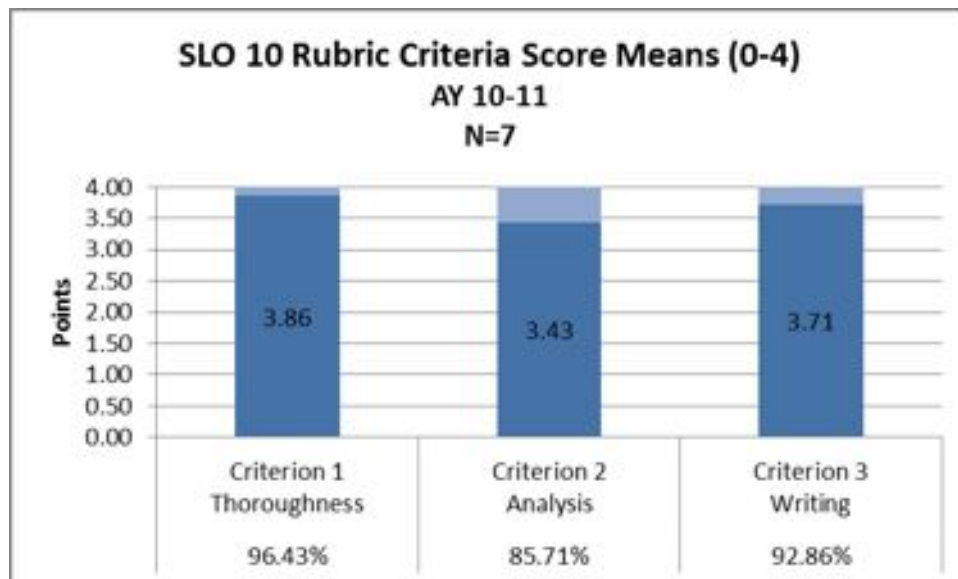
2009-10 Program Effectiveness Data

In December 2009, a web-based alumni survey was disseminated to all graduates for whom we had a current email address. A total of 87 graduates were invited to complete the survey via email, and 61 graduates completed the survey, with the largest percentage of participants from the 2009 graduating year. According to the survey results, 75.8% of respondents indicated that the training they received in *data-based decision making* at CSULB was "excellent" while 77.4% indicated excellent training in *collaborative consultation*. Areas of training respondents indicated were "poor" included *mental health* (6.5%) and *ethical and legal practice* (6.5%).

2010-11 Program Effectiveness Data

In May 2011, all graduating students (n=15) were requested to complete a Student Satisfaction Survey regarding their overall satisfaction with the program. Complete responses were obtained from 12 graduates. Items included satisfaction with faculty advisement, program resources, belongingness to the program, and support provided by the department, credential, and graduate studies offices as well as the Educational Psychology Clinic. Overall, 75% of graduates were satisfied with advisement they received from faculty; 92% were satisfied with support provided from the department office and graduate studies office; and 67% were satisfied with support provided from the credential office. Program resources, the Educational Psychology Clinic, and program belongingness were all rated by all respondents as satisfactory.

PART III – Analyses and Discussion of Candidate and Program Data

Candidate performance on SLOs 1, 3, 7, 9, and 10 collected during 2009-2010 were analyzed. Average student performance on the signature assignment (School-Based Academic Case Study) assessing SLOs 1 and 3 in EDP 527 in Fall 2009 was 88.54%, with a range of 80.77% to 95.41% across criteria. For SLO 7, average student performance on the relevant signature assignment (Counseling Case Study) in EDP 517 was 92.44%, with a range of 85.29% to 97.06%. Candidate performance on the signature assignment (Program Evaluation) measuring SLO 9 in EDP 641B, was 95%, with a range of 75% to 100%. Average student signature assignment (Ethics Case Study) performance measuring SLO 10 in EDP 642A was 79.98%, with a range of 75% to 84.38%.

Based on this review, identified areas of strength based on student performance on the aforementioned signature assignments during the 2009-2010 school year include: 1) using data to identify problems; 2) writing skills; 3) developing rapport with clients; 4) offering practical information to clients; and 5) providing basic program evaluation information. Alumni data indicate training in using data to inform decisions, and collaborative consultation skills are areas of strength for the program. Identified areas in need of improvement include: 1) intervention planning; 2) thoroughness in using and analyzing resources; 3) use of statistics; 4) focusing on a problem or solution in a counseling session; and 5) ending a counseling session with closure. Mental health and ethical and legal practices are also areas in need of enhanced training within the program.

A review of 2010-2011 data reveals an increase in students' mean performance from 2009-2010 on assignments measuring SLO 1 (3.76 vs. 3.81) and 3 (3.66 vs. 3.79). Negligible mean performance increases were also noted for SLO 9 (3.81 vs. 3.85) and 10 (3.50 vs. 3.57). Decreases in mean performance were evident for SLO 7 (3.82 vs. 3.61). However, criterion scores have not been reported for the past two years due to instructor error thereby making it difficult to pinpoint areas of instructional need. Overall mean performance is highest for SLO 2 (consultation and collaboration), and lowest for SLO 10 (legal and ethical practice); however, 50% of student data on this assignment were not included in the analysis of this outcome due to instructor error in reporting criterion scores.

Part IV – Use of Assessment Results to Improve Candidate and Program Performance

An example of how a program might present this information is:

Data Source	Plan of Action or Proposed Changes Made	Timeline	Applicable Program or Common Standard(s)
09-10/ 10-11 SLO 10 Signature Assignment	Instructors to review course syllabus regarding explicitness of reviewing NASP standards, laws, regulations, and case law. Instructors to increase modeling of using such resources in class	Fall 2011- Spring 2012	NASP/Program: Legal, ethical, and professional practice CTC: Legal, ethical, and professional foundations
09-10/10-11 SLO 7 Signature Assignment	Instructor added readings, quiz, and increased explicit instruction regarding "closing" and confidentiality. Instructor will increase modeling on how to "close" and counseling session	Fall 2011	NASP/Program: Preventive and responsive services CTC: Educational foundations; Psychological foundations
09-10/10-11 SLO 7 and 10	Program coordinator to emphasize importance of reporting criterion scores at each monthly program meeting; assist instructor(s) in gathering, storing, and reporting criterion scores	On-going	NASP/Program: Preventive and response services; legal, ethical, and professional practice CTC: Legal, ethical, and professional foundations; Educational foundations; Psychological foundations
09-10 SLOs 1 and 3 Signature Assignment	Instructor increased instruction in evidence-based intervention development	Fall 2010 & Fall 2011	NASP/Program: Data-based decision making and accountability; interventions and instructional support to develop academic skills CTC: Individual evaluation and assessment; Psychological foundations; Educational foundations
09-10 SLO 9 Signature Assignment	Instructor will review statistical procedures appropriate for program evaluation purposes	Spring 2012	NASP/Program: Research and program evaluation CTC: Program planning and evaluation

Commission on Teacher Credentialing
Biennial Report

(For Institutions in the Red, Green, and Indigo Cohort Due Summer/Fall 2011)

Academic Years 2009-10 and 2010-11

Institution	California State University, Long Beach
Date report is submitted	**Fall 2011**
Program documented in this report	School Social Work
Name of Program	School Social Work
Credential awarded	**MSW Pupil Personnel Services Credential Program**

Is this program offered at more than one site? No

If yes, list all sites at which the program is offered

Program Contact	**Joy Rubin, MSW**
Phone #	**(562) 985-5652**
E-Mail	**jrubin@csulb.edu**

If the preparer of this report is different than the Program Contact, please note contact information for that person below:

Name:	**Cynthia Deehr, MSW**
Phone #	**(714) 585-5697**
E-mail	**cdeehr@csulb.edu**

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

PART I – Contextual Information

The MSW PPSC Program prepares candidates to utilize their assessment, intervention, evaluation, research and organizational skills within the interdisciplinary educational team to provide coordinated and comprehensive services to children and their families. They are trained to provide appropriate prevention and intervention strategies to remove barriers to learning for children. The goals of the MSW PPSC Program are to prepare candidates to be able to:

1. Assist children in developing age-appropriate competence

2. Influence the school to be responsive to the needs and aspiration of the children it serves with regard to laws, policies, practices, and procedures

3. Assist in eliminating the barriers between the child and school, family and school, community and school

4. Engage in positive forces in individuals, families, and communities to change environmental properties and characteristics that have an adverse effect on the child's growth and adaptive functioning in the school setting

5. Engage community institutions and develop societal resources, networks, and support systems to meet the identified needs of school age children

6. Utilize research to inform policy and practice in the school setting

7. Translate the laws and policies governing schools and children into programs and activities designed to promote school achievement for high risk children

The program goals are congruent with the School of Social Work's mission, the standards for school social workers established by the National Association of School Social Workers, the Counsel on Social Work Education and the California Commission on Teacher Credentialing.

The PPSC Program in School Social Work and Child Welfare and Attendance is embedded into the second year of the Masters of Social Work Program. The PPSC candidates take School Social Work (SW 665) as one of their electives and are placed in a school setting during their second year of field placement. They are required to do 100 extra hours during this field placement in order to meet the standards established by the California Commission on Teacher Credentialing (CCTC).

Of the approximate 200 students in the second year of the MSW Program, approximately 30-40 students a year enter the MSW PPSC Program. The School of Social Work has 19 full time faculty and approximately 39 part-time faculty. The full-time faculty that teaches the School Social Work class is the consultant to the PPSC Program Coordinator who is a full-time faculty person. Together, they manage the program.

There have been no major changes to the MSW PPSC Program since the last CCTC accreditation process, although a new coordinator assumed leadership for the program in the Fall, 2010

Table 1

Program Student Learning Outcomes and Relevant Standards

	Outcome 1	**Outcome 2**	**Outcome 3**	**Outcome 4**	**Outcome 5**
SLOs	Provide continuum of prevention and intervention services	Advocate for and partner with families for service integration	Understand and apply California laws related to child welfare and attendance, and special education	Understand and apply relevant empirical and evidence-based school social work practice	Assess, design, advocate for and deliver culturally-appropriate direct and indirect services
Signature Assignment(s)	comprehensive skills evaluation				
State Standards	Standards 3 & 4 CWA Standards 3 & 5	Standards 2 & 5 CWA Standards 2, 3, 4 & 5	CWA Standards 1, 2, 3, 4 and 5	Standards 2, 4 & 6 CWA Standards 1, 2, 3, 4 and 5	Standards 2, 3, 4 & 5 CWA Standards 4 & 5
Conceptual Framework	Social Responsibility & Service Collaboration	Social Responsibility & Service Collaboration	School Improvement	Research	Diversity

Table 2

Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)

	Transition Point 1 Admission to Program					
	2009-2010			**2010-2011**		
	Applied	**Accepted**	**Matriculated**	**Applied**	**Accepted**	**Matriculated**
TOTAL	57	36	36	37	29	29

Table 3

Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)[1]

	Transition Point 2 Advancement to Culminating Experience	
	2009-2010	**2010-2011**
Thesis	36	29
Other (e.g., project)	36	29

Table 4

Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)

	Transition Point 3 Exit	
	2009-2010	**2010-2011**
Degree	36	29
Credential[2]	36	29

Table 5

Faculty Profile 2009-2011[3]

Status	2009-2010	2010-2011
Full-time TT	19 (1 associated with SW665)	23 (1 associated with SW 665)
Full-time Lecture	5 (1 associated with 680A/B)	5 (1 associated with 680A/B
Part-time Lecturer	39 (7 associated with 680A/B)	7
Total:	63	35

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[1] Data are reported Summer term through Spring term (e.g., Summer 2009-Spring 2010 for the 2009-10 academic year.)

[2] Data for Initial and Advanced Credential Programs reflects students who have filed for their credential with the Credential Office. These data generally include students who have completed the program one or more years prior to filing their credential request, particularly related to the advanced credential programs. Data are reported for Summer 2009 through Spring 2011.

[3] Figures include headcounts of individual faculty who taught in the program during the academic year. Faculty who teach in multiple programs are counted in each.

Changes Since Last Accreditation Activity (Biennial Report, Program Assessment or Site Visit).

The PPSC Coordinator left in December, 2010. The Coordinator of Field added the PPSC Program to her duties.

PART II – Candidate Assessment/Performance and Program

a) What are the primary candidate assessment(s) the program uses up to and through recommending the candidate for a credential?

PPSC Comprehensive Skills Evaluation

This assessment is completed by field instructors to assess students' field performance in relationship to selected CCTC PPS Standards. It is administered twice, once in the middle of the program during the student's second year of field placement and again at the end of their field placement. For program evaluation, both mid-year and final placement data are analyzed.

Data Collection Process

The PPSC Comprehensive Skills Evaluation consists of 13 questions. The first 6 questions comprise the Standards of Knowledge and Skill for the PPSC candidates (SKS; Standards 1 through 7—only standards 1-6 were used for this data collection); the last 5 questions comprise the Child Welfare and Attendance Specialization Standards (CWS; Standards 1-6—only standards 1-5 were used for this data collection).

Field Instructors responded to the questions on a 4 point scale, where 1=Unacceptable, 2=Beginning Skill Level, 3=Progressing in Demonstration of Skill, and 4=Consistent Demonstration of High Level of Skill Development.

Participants

The participants are 18 Master's of Social Work professionals who hold a PPS credential in School Social Work and Child Welfare and Attendance. Each of these individuals supervises a social work student interested in obtaining their PPS credential in School Social Work and Child Welfare and Attendance. These 18 professionals completed the PPSC Comprehensive Skills Evaluation based on their student's performance. This represents data on all 65 PPSC students (2009-2010, 36 students, 2010-2011, 29 students) students enrolled at the time.

Table 6

Program Student Learning Outcomes and Signature Assignments

Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
• SLO 1: Provide continuum of prevention and intervention services • SLO 2: Advocate for and partner with families for service integration • SLO 3: Understand and apply California laws related to child welfare and attendance, and special education • SLO 4: Understand and apply relevant empirical and evidence-based school social work practice • SLO 5: Assess, design, advocate for and deliver culturally-appropriate direct and indirect services	SW 680 A & B: Comprehensive Skills Evaluation	The PPSC Comprehensive Skills Evaluation is completed by the Field Instructor at the end of the first semester (mid-way through program) and at the end of the second semester (at the end of the program). The Field Instructor uses this evaluation to respond to the demonstrated competencies of the student as related to CCTC's Generic and Specialist Core Competencies for the PPS Credential in School Social Work and Child Welfare and Attendance.

b) What additional information about candidate and program completer performance or program effectiveness is collected and analyzed that informs programmatic decision making?

The School of Social Work's Assessment Team collects and analyzes data specific to the MSW Program. This information can also be run specifically for PPSC students. Data collected include:

Multicultural Counseling Inventory

Standardized instrument to assess competence in working with diverse clients. Pre-test administered to incoming MSW students at New Student Orientations. Post-test administered to graduating MSW students during class.

Self-Appraisal Inventory

Standardized instrument to assess self-perceived knowledge, values, and skills. Pre-test administered to incoming MSW students at New Student Orientations. Post-test administered to graduating MSW students during class.

Student Perceptions Inventory

Assess student's perceptions of quality of curriculum, faculty, resources, etc.

Administered to graduating MSW students during class.

- Since the summer of 2007 all measures are administered in an online survey format. One of the Assessment Team members attends the New Student orientation and sections of a course that includes all graduating students to invite and explain the procedure of doing these instruments online. The online methods have been time saving tools and have increased our response rate on all instruments.

c) Include aggregated data from 4-6 instruments that were described in (a) and (b).

2009-10 Student Learning Data

Figure 1

School Social Work AY09-10 SW680A SLOs Comparison
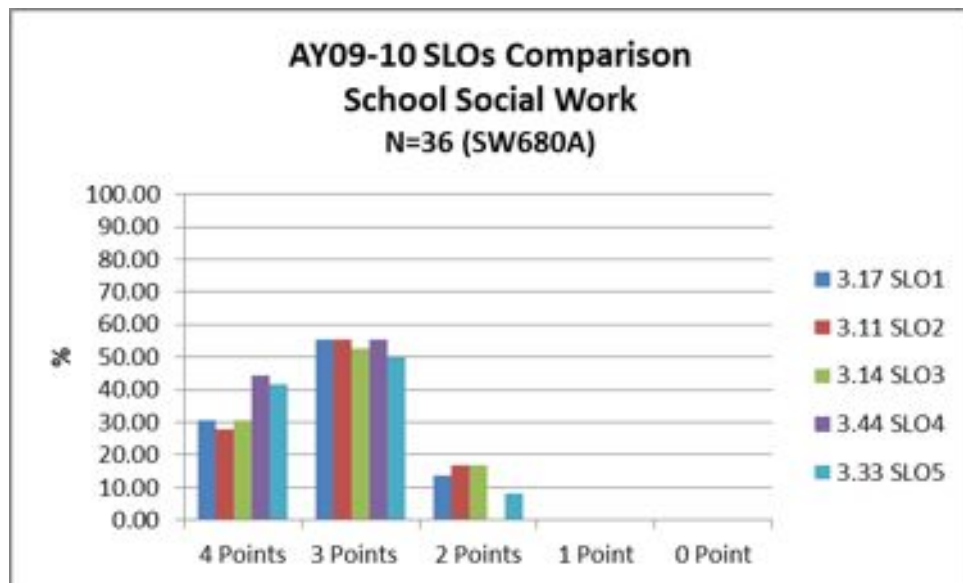
Figure 2

School Social Work AY09-10 SW680B SLOs Comparison
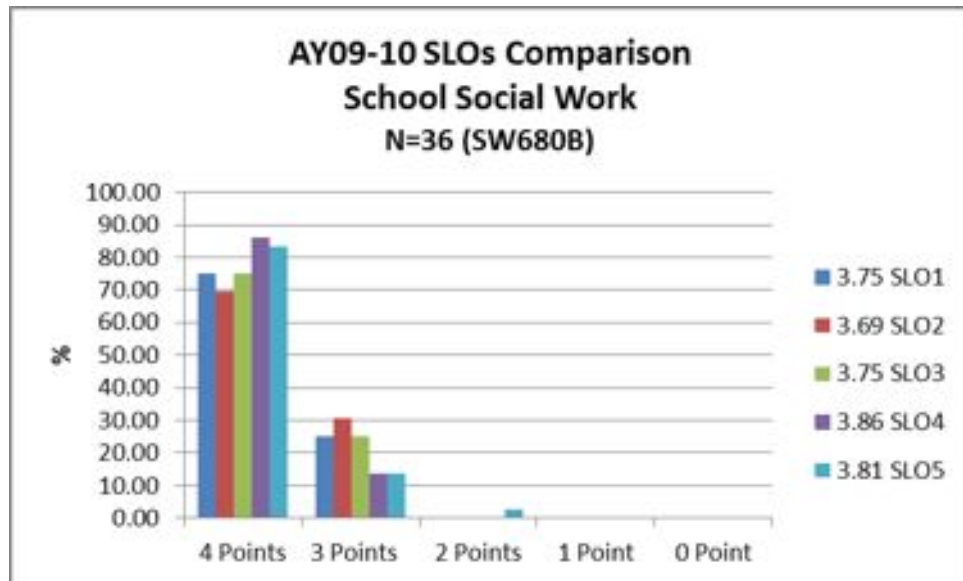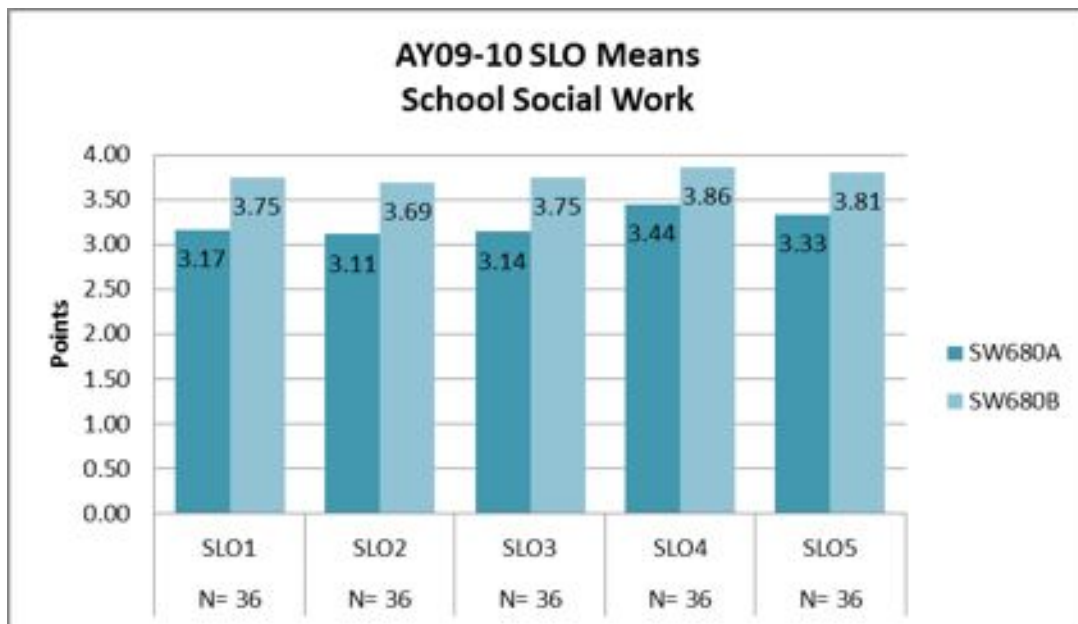

Figure 3

School Social Work AY09-10 SLO Means

Outcome 1: Provide continuum of prevention and intervention services

Figure 4
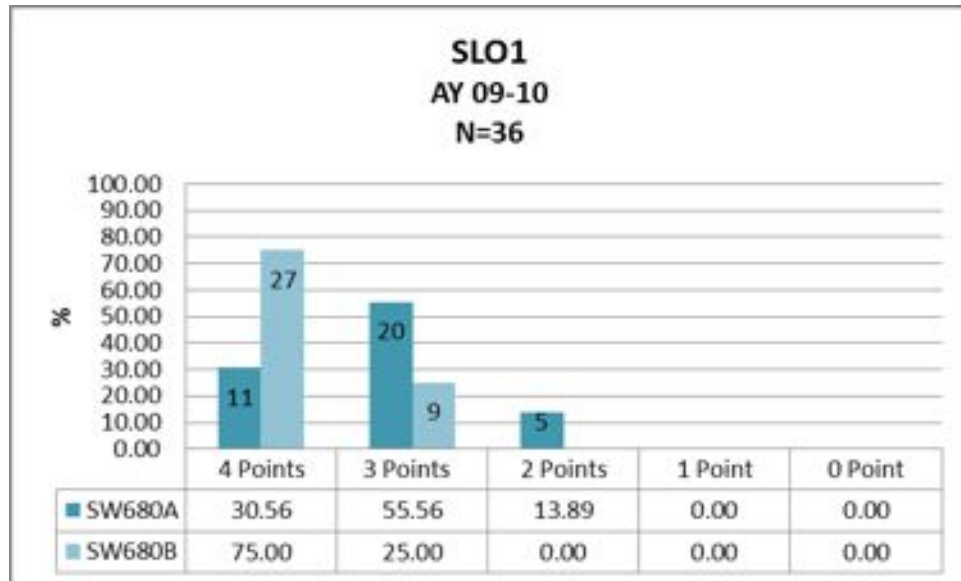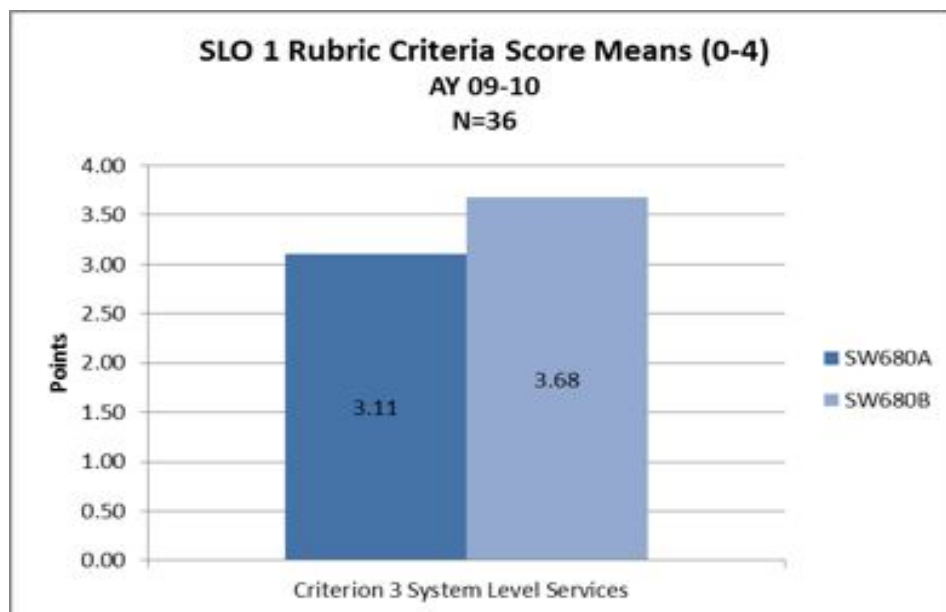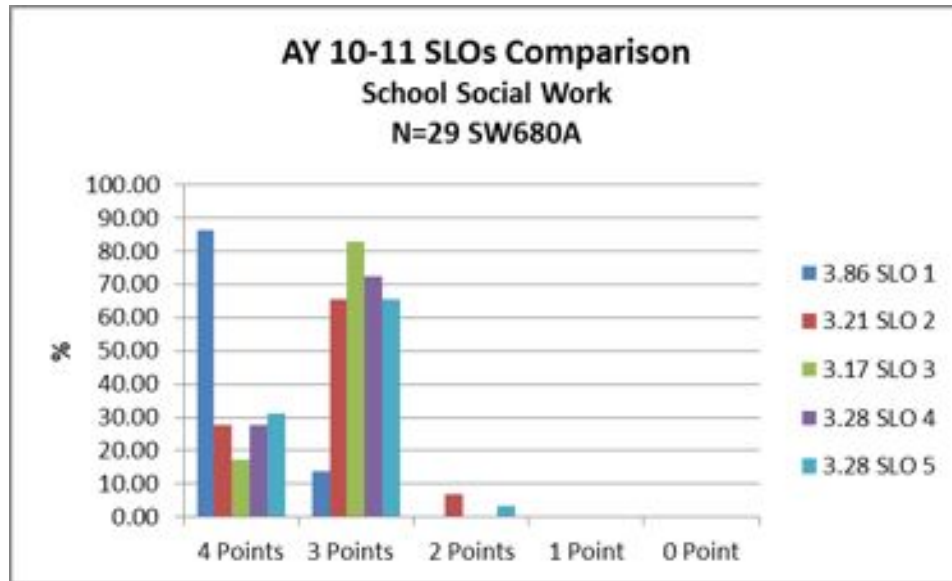
School Social Work AY09-10 Score Distribution-SLO 1

SLO1
AY 09-10
N=36

	4 Points	3 Points	2 Points	1 Point	0 Point
SW680A	30.56	55.56	13.89	0.00	0.00
SW680B	75.00	25.00	0.00	0.00	0.00

Figure 5

School Social Work AY09-10 Criterion 3 Mean-SLO 1

SLO 1 Rubric Criteria Score Means (0-4)
AY 09-10
N=36

SW680A: 3.11
SW680B: 3.68

Criterion 3 System Level Services

Outcome 2: Advocate for and partner with families for service integration

Figure 6

School Social Work AY09-10 Score Distribution-SLO 2
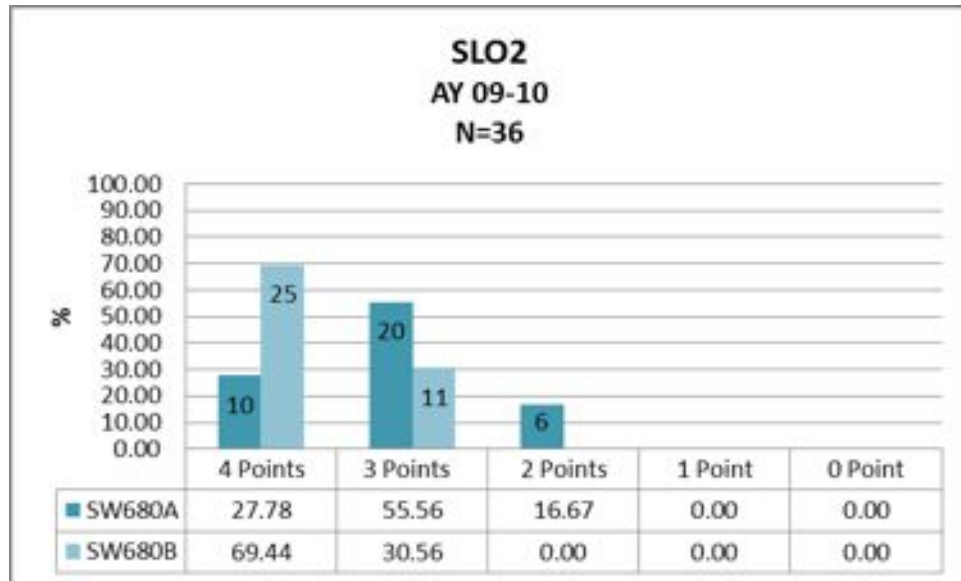
Figure 7

School Social Work AY09-10 Criterion 4 Mean-SLO 2
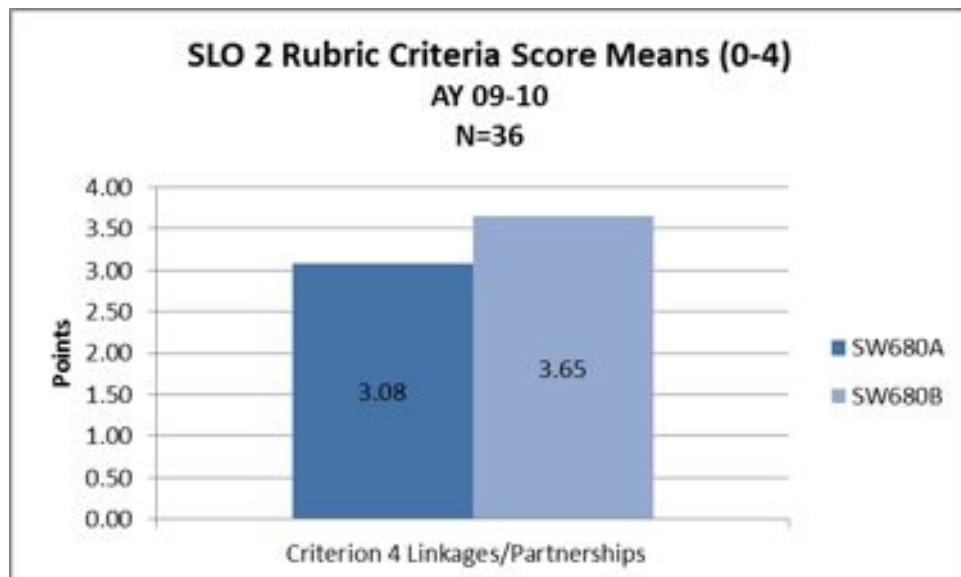
Outcome 3: Understand and apply California laws related to child welfare and attendance, and special education

Figure 8

School Social Work AY09-10 Score Distribution-SLO 3

SLO3
AY 09-10
N=36

	4 Points	3 Points	2 Points	1 Point	0 Point
SW680A	30.56	52.78	16.67	0.00	0.00
SW680B	75.00	25.00	0.00	0.00	0.00
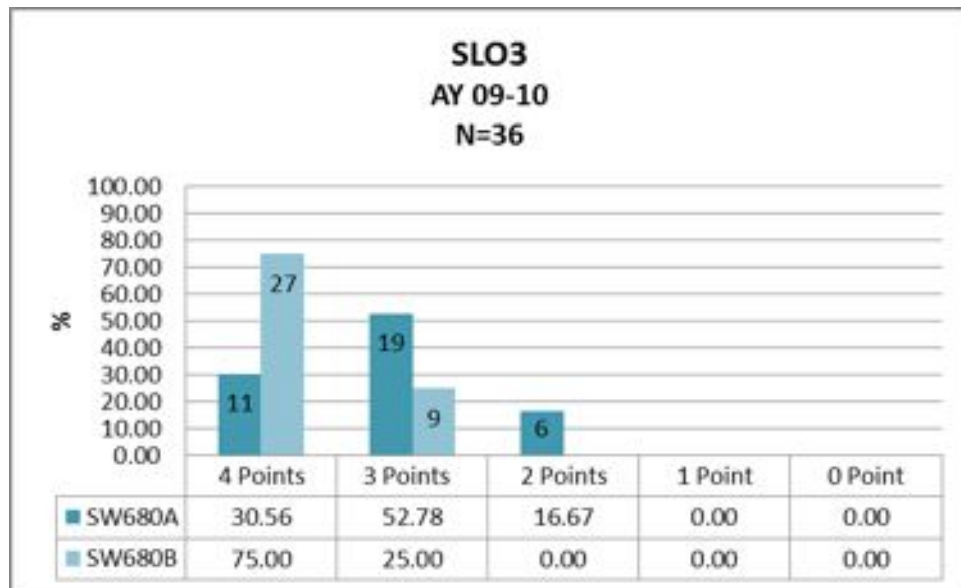
Figure 9

School Social Work AY09-10 Criteria Means-SLO 3
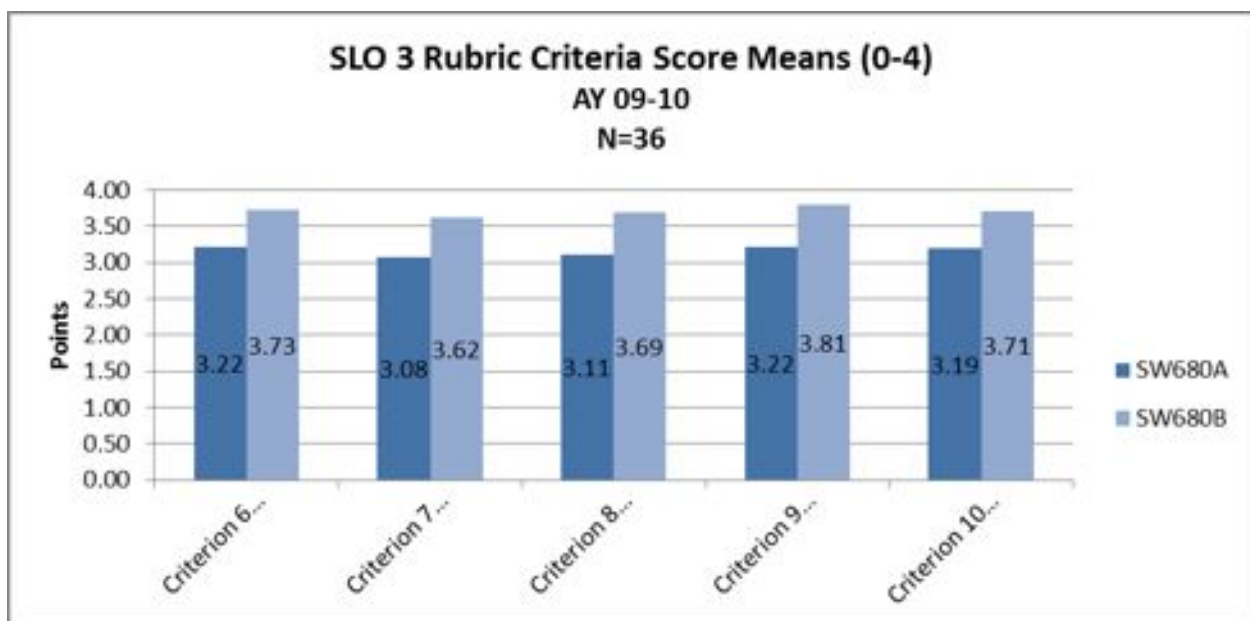
SLO 3 Rubric Criteria Score Means (0-4)
AY 09-10
N=36

	SW680A	SW680B
Criterion 6...	3.22	3.73
Criterion 7...	3.08	3.62
Criterion 8...	3.11	3.69
Criterion 9...	3.22	3.81
Criterion 10...	3.19	3.71

Outcome 4: Understand and apply relevant empirical and evidence-based school social work practice

Figure 10

School Social Work AY09-10 Score Distribution-SLO 4
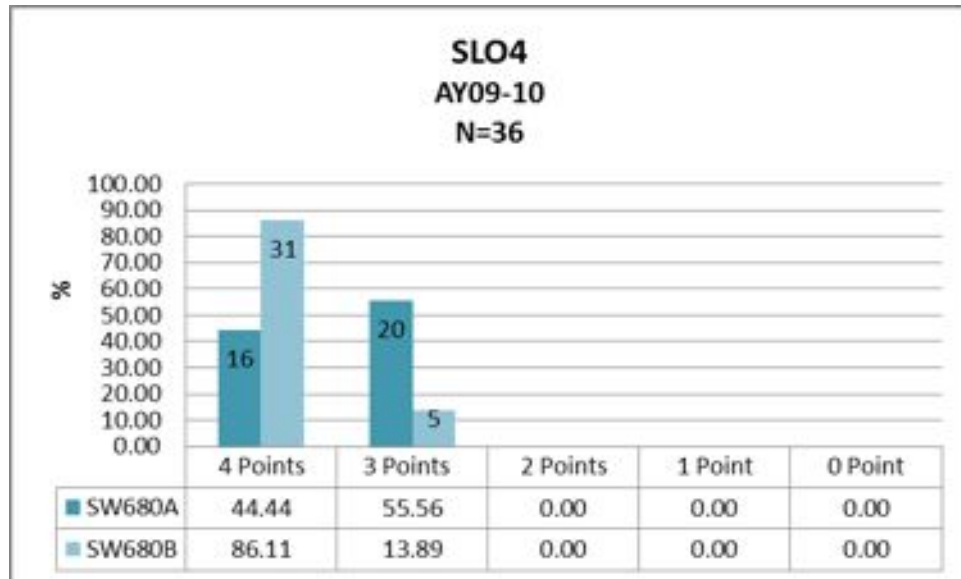
Figure 11

School Social Work AY09-10 Criteria Means-SLO 4
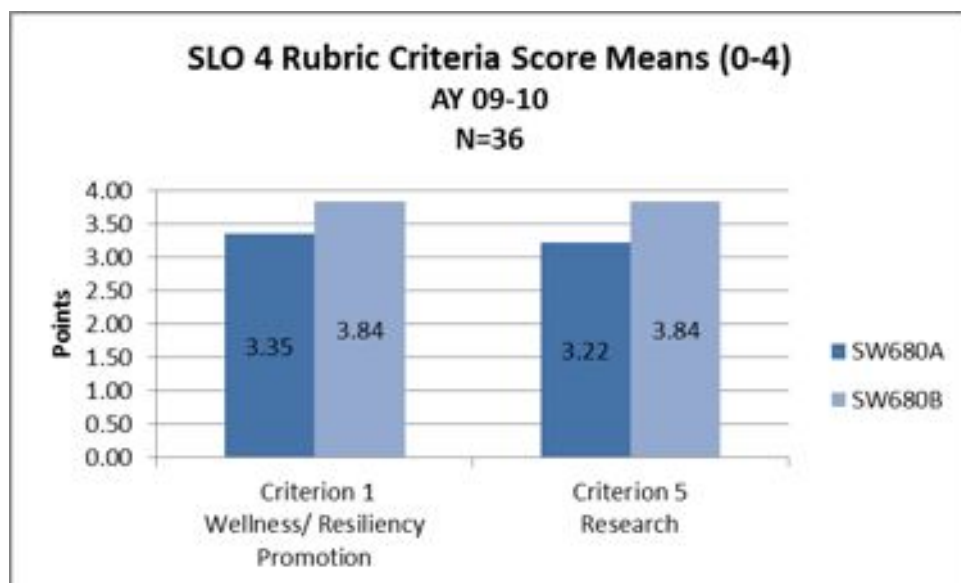
Outcome 5: Assess, design, advocate for and deliver culturally-appropriate direct and indirect services

Figure 12

School Social Work AY09-10 Score Distribution-SLO 5
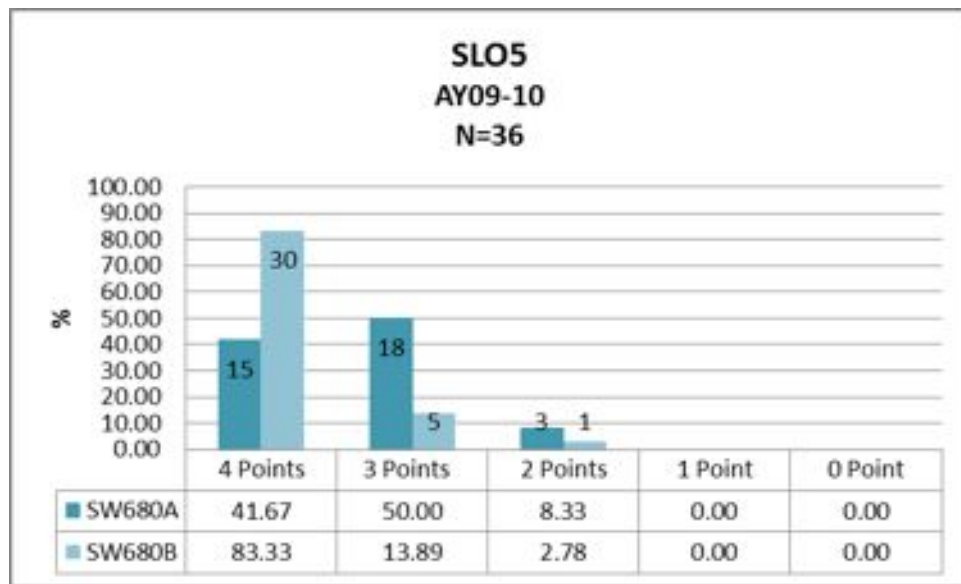
Figure 13

School Social Work AY09-10 Criterion 2 Means-SLO 5
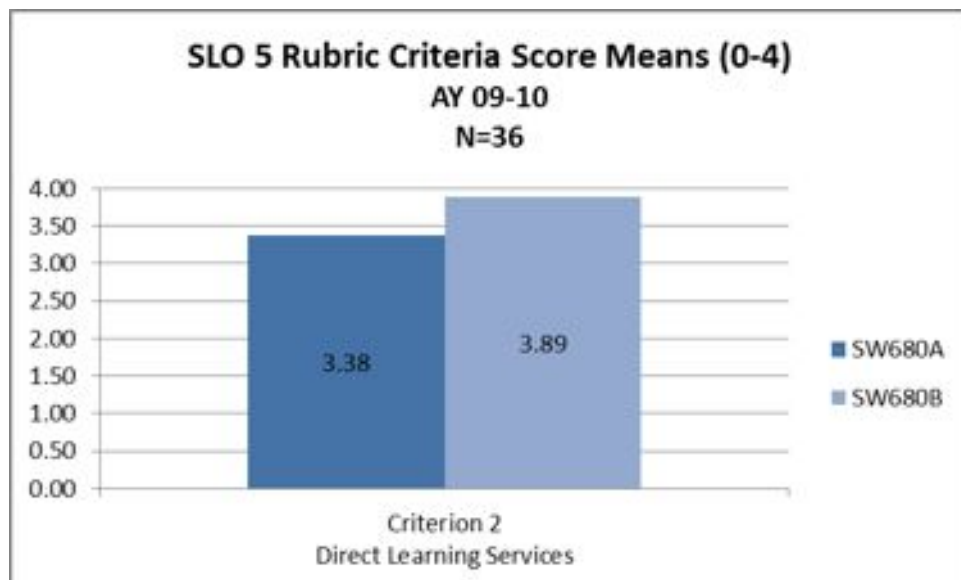
2010-11 Student Learning Data

Figure 14

School Social Work AY10-11 SW680A SLOs Comparison

Figure 15

School Social Work AY10-11 SW680B SLOs Comparison
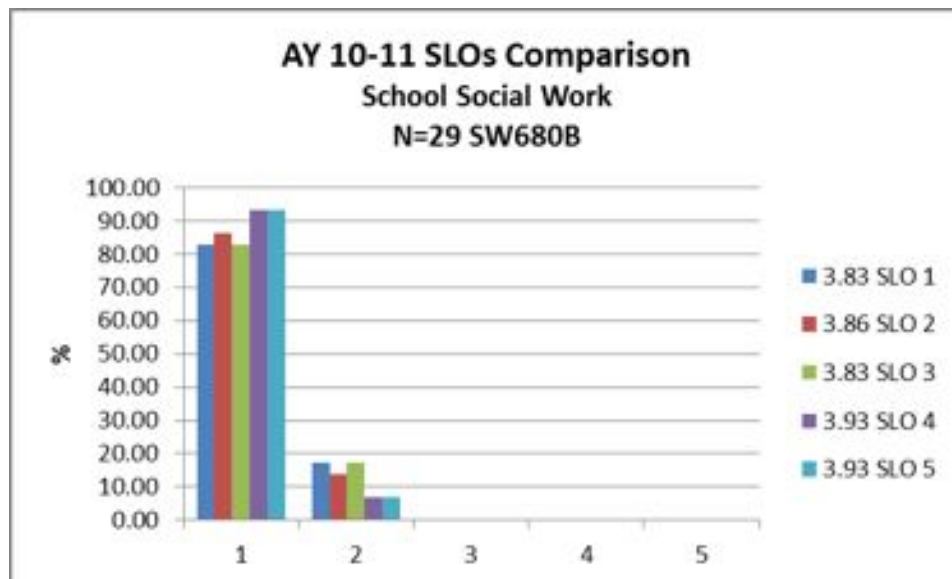
Figure 16

School Social Work AY10-11 SLO Means
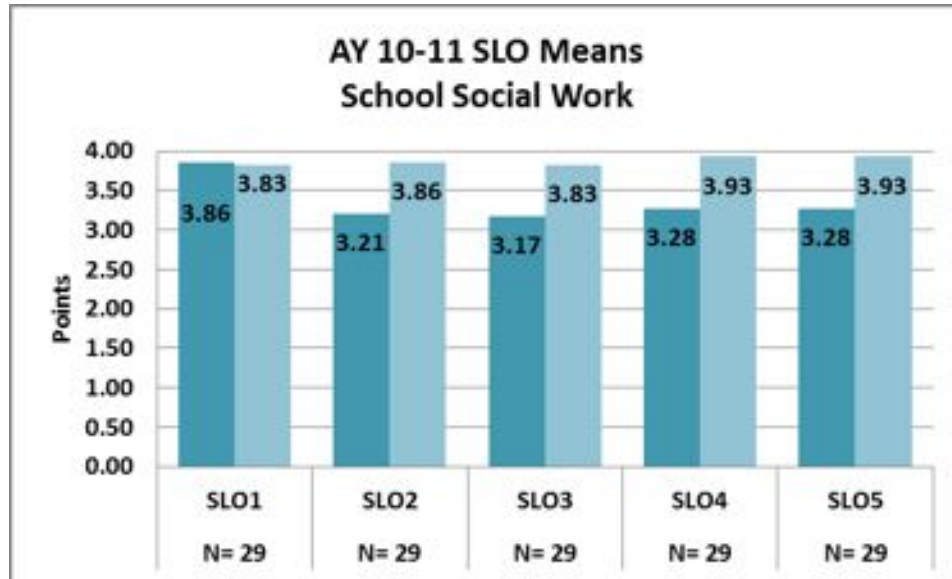
Outcome 1: Provide continuum of prevention and intervention services

Figure 17

School Social Work AY10-11 Score Distribution-SLO 1
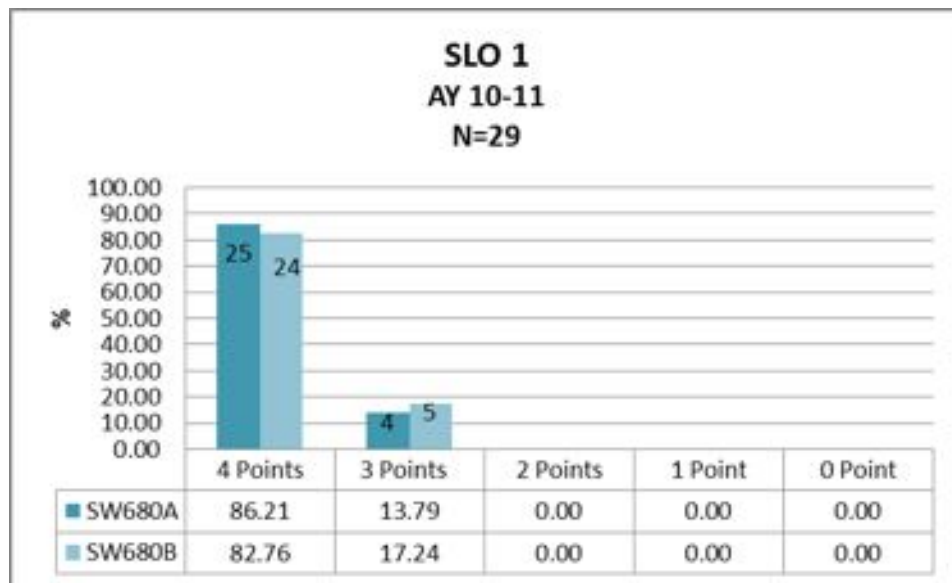
Figure 18

School Social Work AY10-11 Criterion 3 Mean-SLO 1
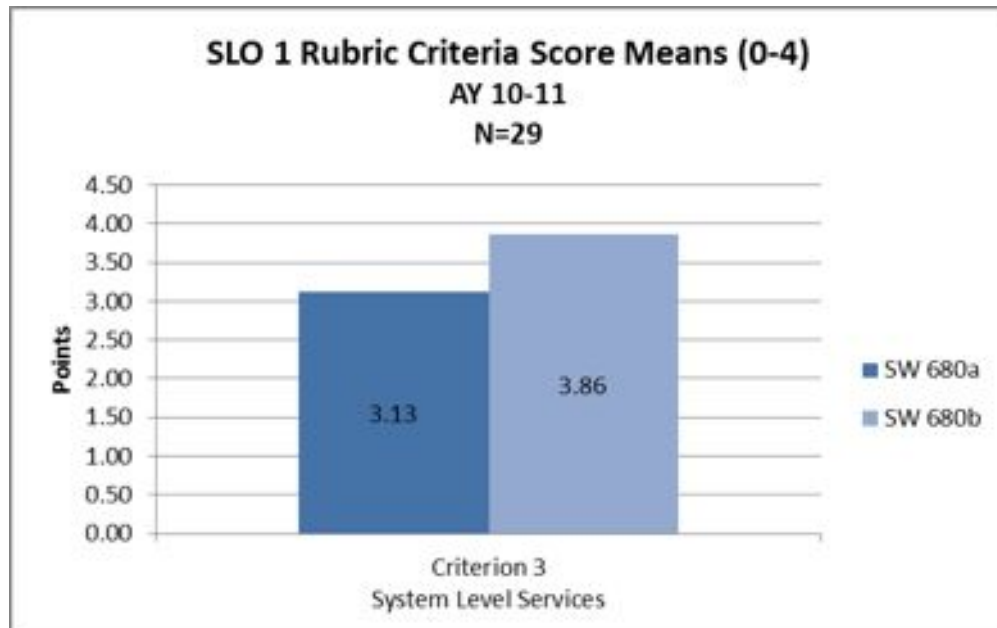
Outcome 2: Advocate for and partner with families for service integration

Figure 19

School Social Work AY10-11 Score Distribution-SLO 2
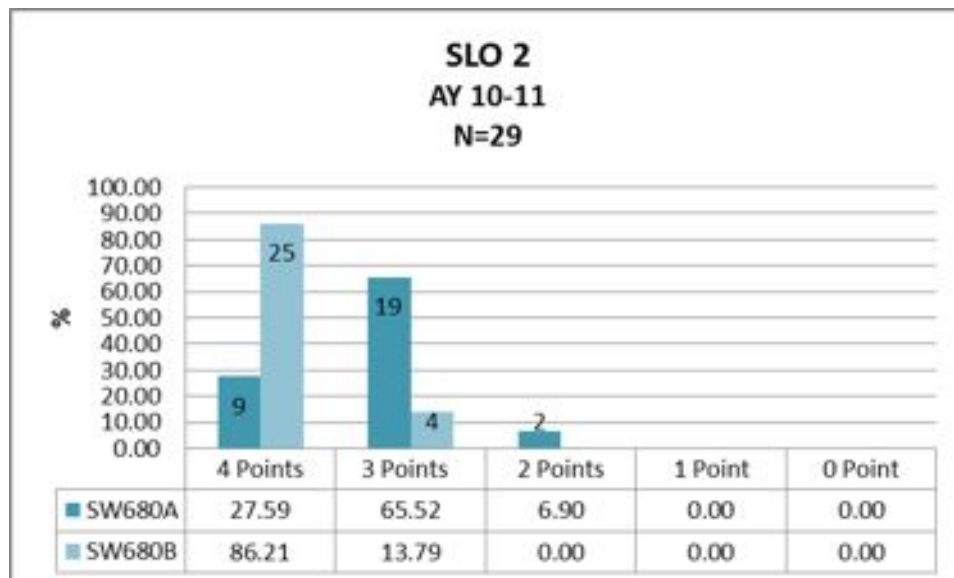
Figure 20

School Social Work AY10-11 Criterion 4 Mean-SLO 2
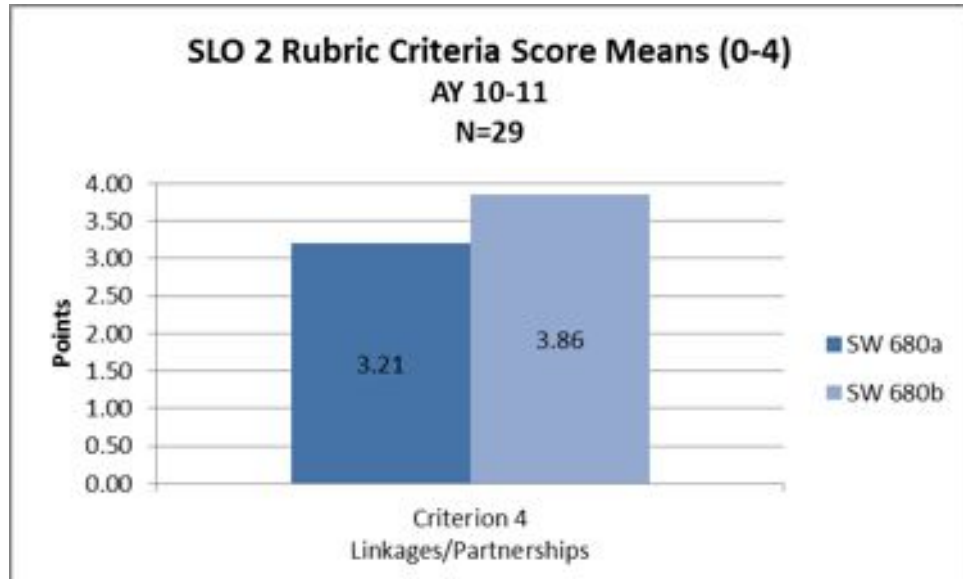
Outcome 3: Understand and apply California laws related to child welfare and attendance, and special education

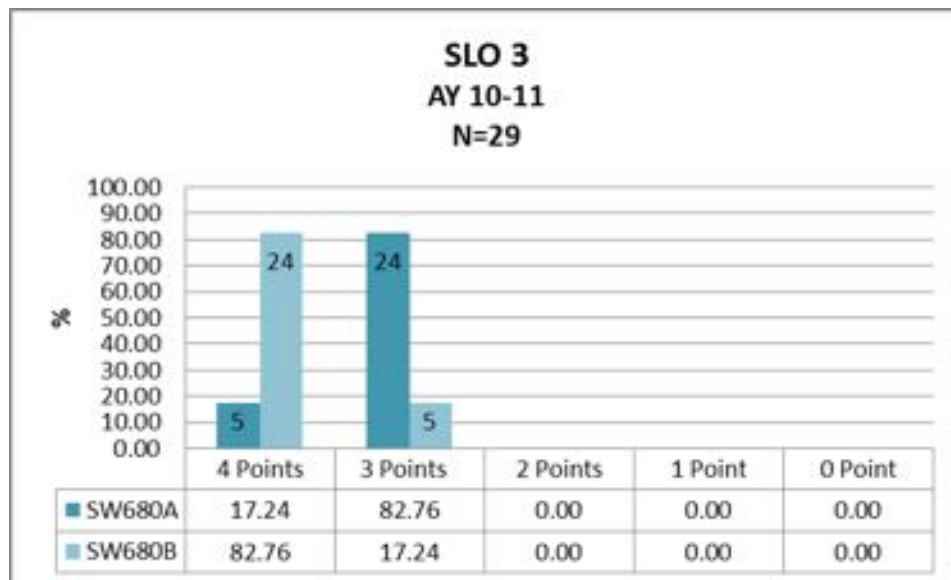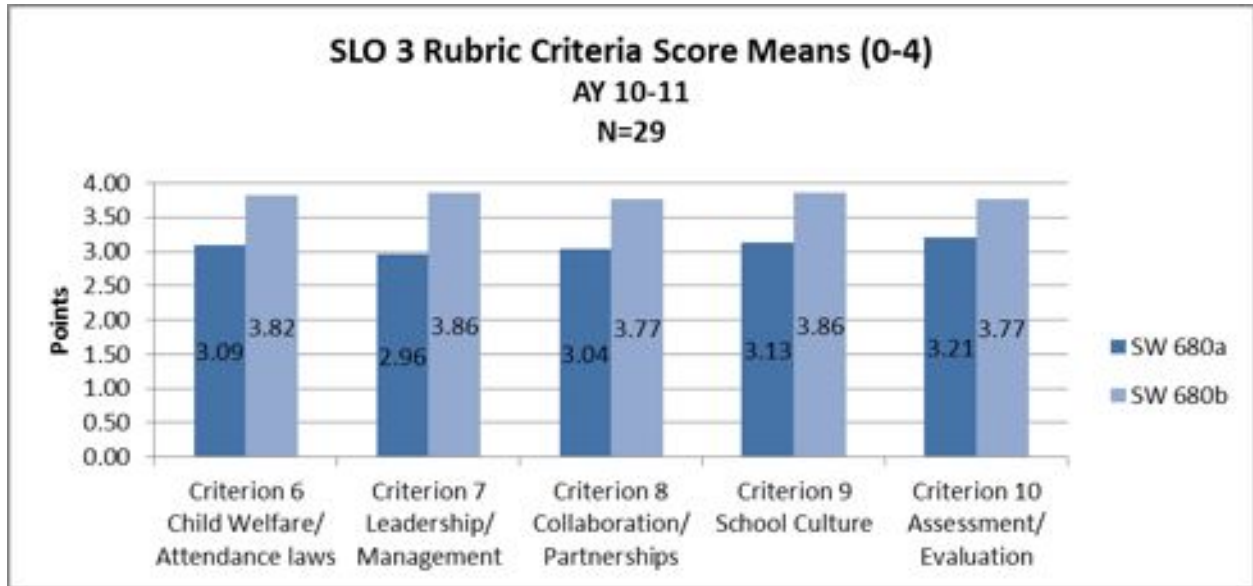**Figure 21**

School Social Work AY10-11 Score Distribution-SLO 3

Figure 22

School Social Work AY10-11 Criteria Means-SLO 3

Outcome 4: Understand and apply relevant empirical and evidence-based school social work practice

Figure 23

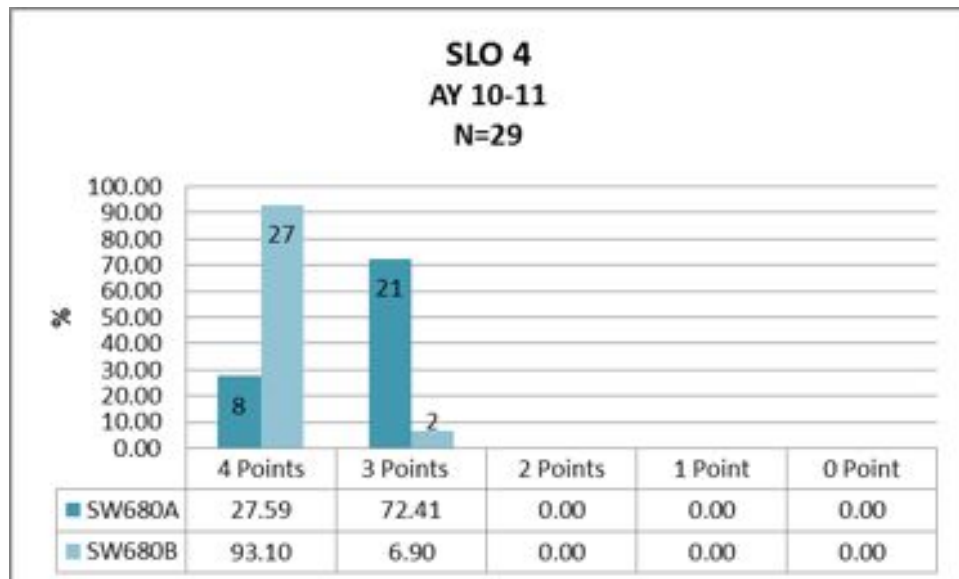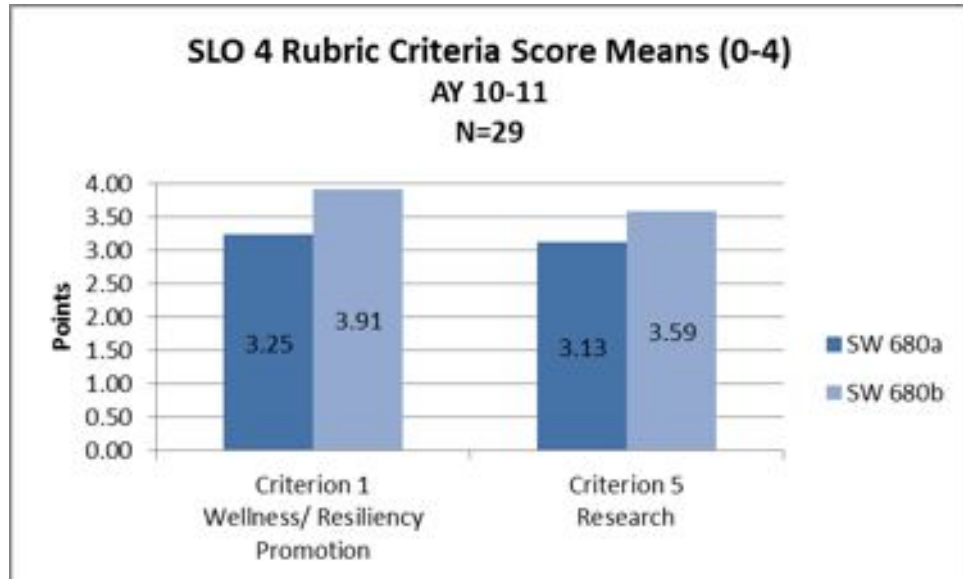*School Social Work AY10-11 Score Distribution-SLO 4*

Figure 24

School Social Work AY10-11 Criteria Means-SLO 4

Outcome 5: Assess, design, advocate for and deliver culturally-appropriate direct and indirect services

Figure 25

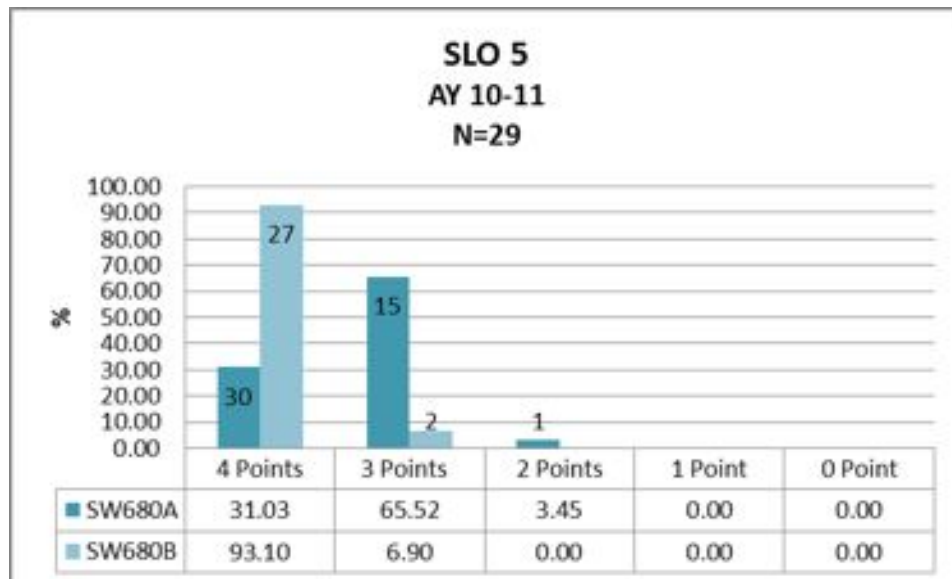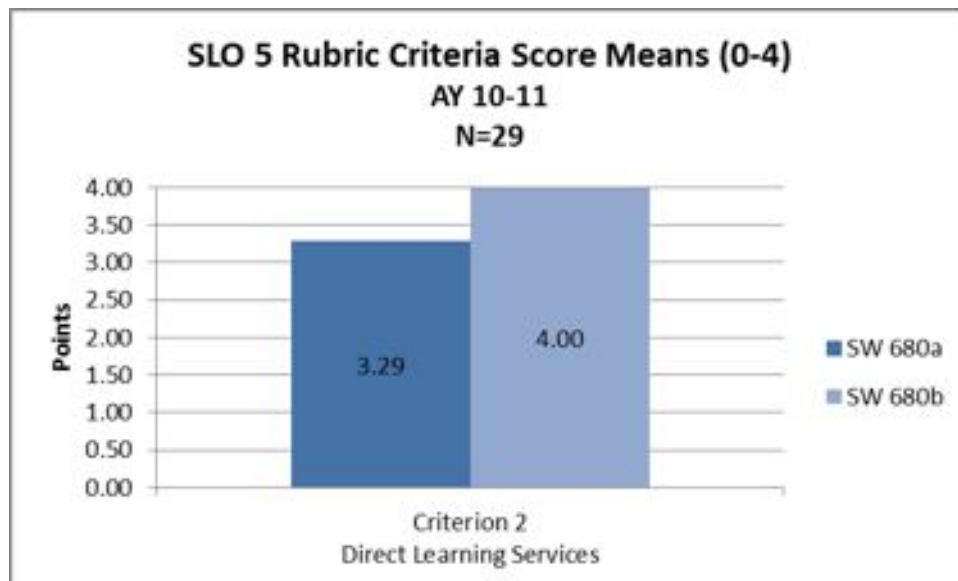*School Social Work AY10-11 Score Distribution-SLO 5*

Figure 26

School Social Work Ay10-11 Criterion 2 Mean-SLO 5

2009-2010 Program Effectiveness Data and 2010-2011 Program Effectiveness Data

The Student Self Perceptions Inventory assesses student's perceptions of quality of curriculum, faculty, resources, etc. Initially, this inventory was administered to graduating MSW students during class. However, it has since been moved to an online format. The first years this inventory was given in class, PPSC student data was not distinguished from all MSW participants. Since going online—meaning students respond to this inventory voluntarily—no PPSC students have responded.

PART III – Analyses and Discussion of Candidate and Program Data

DISCUSSION

Program revisions made last year included the revision of student learning outcomes and the extension of the attendance seminar. In addition, it is now possible for all MSW program data to be run specifically for PPSC students. Data on the SLOs indicate that in both 2009-2010 and 2010 – 2011 PPSC students evidenced improvement in all areas as rated by their field instructors. It is also worth noting that in the final ratings, all of the SLOs actually increased between 2009 – 2010 and 2010 – 2011. Together, these findings indicate that the students are improving in all of the key PPSC standard areas and that the program is continuing to improve its effectiveness. Given that all of the average final SLO scores range from 3.83 to 3.93, there is little evidence to suggest that major or even minor changes are needed in the program at this point. To support the strength of the SLOs as discussed, the Student Self-Perception Inventory should be completed by students.

During the 2010 – 2011 academic year, students were rated highest in SLO4 (applying relevant empirical and evidenced-based school social work practice) and SLO5 (assess, design and advocate for culturally-appropriate direct and indirect services). It is likely this is due to the strong emphasis our program places in these two areas. Although SLO2 (advocate for and partner with families) was rated lowest in 2009 – 2010, it improved during the next year to be rated third highest. This might be due to an increased emphasis on family collaboration in the curriculum. The gains on SLO3 may, in part, be a reflection of the increased PPSC seminar time dealing with the topic of attendance.

LIMITATIONS

Field instructors complete the PPSC Comprehensive Skills Evaluation form used to assess SLOs. There has been some question as to whether they are interpreting the form using a standardized format.

PLAN

The PPSC team and Advisory Board will review the information on the report and make modifications based on the results if appropriate. At present, the data indicates that the program is working effectively and students are gaining the skills required for the school social work credential. Further training and discussion are planned to ensure that the field instructors are answering the questions on the PPSC Comprehensive Skills Evaluation in a similar manner. Students will be individually contacted and encouraged to complete the Student Self-Perception Inventory.

Part IV – Use of Assessment Results to Improve Candidate and Program Performance

The School of Social Work is currently engaged in a thorough assessment involving many constituencies (students, faculty, field instructors, and alumni). These assessments will inform our overall strategic planning process and changes in the curriculum will need to be assessed in light of the PPSC program.

We will continue to monitor the program to ensure that there is continued improvement or that the high final SLO scores remain at that level. If the scores drop, changes will be made immediately.

Action Plan

Priority	Action or Proposed Changes To Be Made	By Whom?	By When?
SLO1, 2, 3, 4, 5 and 6	Revision of PPSC Comprehensive Skills Evaluation Document	PPSC Program Coordinator	Waiting for new CCTC PPSC Standards
SLO1, 2 3, 4, 5 and 6	Training on PPSC Comprehensive Skills Evaluation Document	PPSC Program Coordinator and Consultant	Waiting for new CCTC PPSC Standards
PPSC Program	Student's Self Perception Inventory	PPSC Coordinator	May 2012

Commission on Teacher Credentialing
Biennial Report
(For Institutions in the Red, Green, and Indigo Cohort Due Summer/Fall 2011)

Academic Years 2009-10 and 2010-11

Institution	California State University, Long Beach
Date report is submitted	Fall 2011
Program documented in this report	Single Subject Credential Program
Name of Program	Single Subject Credential Program
Credential awarded	Preliminary Single Subject Credential
Is this program offered at more than one site?	
If yes, list all sites at which the program is offered	
Program Contact	Dr. Jared Stallones
Phone #	562-985-5642
E-Mail	Jared.stallones@csulb.edu
If the preparer of this report is different than the Program Contact, please note contact information for that person below:	
Name:	Dr. Deborah H. Mitchell
Phone #	562-985-4781
E-mail	Deb.mitchell@csulb.edu

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

PART I – Contextual Information

The Single Subject Credential Program (SSCP) rests on the bedrock principle clarified by the National Commission on Teaching and America's Future (NCTAF, 1996, p.5): *What teachers know and can do makes the crucial difference in what children learn*. Building on this core principle, the program has as its overarching purpose the preparation of high quality beginning teachers who possess the knowledge, aptitudes and dispositions that will enable them to provide the conditions for meaningful, substantive and sequential learning for all students so that they can become active citizens in a democratic, increasingly global, technology-driven society.

The SSCP has three components: subject matter preparation, professional pedagogical preparation, and student teaching. The program has eleven Commission-approved subject matter programs: Art, English, Family and Consumer Sciences (FCS), Health Science (HCS), Industrial and Technology Education (ITE) Languages Other Than English (LOTE), Mathematics, Music, Physical Education, Science and Social Science. Subject matter programs vary in length from 35 to 75 units, and are essentially undergraduate majors. Professional preparation is accomplished through a 45-unit set of courses, with 27 units dedicated to foundational and pedagogical preparation and 18 units associated with the culminating student teaching experience. The program offers an Internship track within the same structure and unit load.

The SSCP is a university-wide program. As such it has a shared governance structure among the eleven constituent subject matter programs (housed in five colleges: Arts, Engineering, Health and Human Services, Liberal Arts and Natural Sciences and Mathematics) and the University Coordinator (based in the College of Education). The University Coordinator reports to the Dean of the College of Education. A Credential Coordinator and/or a Credential Advisor, housed in the appropriate academic department, is responsible for each of the subject matter programs. Each has a committee of faculty that, among other responsibilities, determines subject matter program policy and reviews applications to the program.

For university budget purposes the Single Subject Credential Program has a single faculty, the University Coordinator. Subject matter program advisors, teaching faculty, and the student teaching supervisors are members of the colleges and departments housing the subject matter programs and the Department of Teacher Education. They are "loaned" to the Single Subject Program. Table 3 displays the 2009-2011 profile of faculty.

All courses in the professional education sequence integrate course activities and structured fieldwork.

Fieldwork is designed to give candidates a variety of experiences in contemporary classrooms ranging from back-of-the-class observation through case studies and mini ethnographies to whole class teaching. Course activities and field experiences are closely tied to the Teaching Performance Expectations (TPEs). The Teaching Performance Expectations serve as the SSCP student learning outcomes. Table 1 presents the program's learning outcomes, key signature assignments, and how those outcomes map to local, state and national standards.

Table 1

Program Student Learning Outcomes and Relevant Standards

	Outcome 1	**Outcome 2**	**Outcome 3**	**Outcome 4**	**Outcome 5**	**Outcome 6**
SLOs	Makes subject matter comprehensible to students	Assesses student learning	Engages and supports all students in learning	Plans instruction and designs learning experiences for all students	Creates and maintains an effective environment for student learning	Develops as a professional educator
Signature Assignment(s)	Teaching lesson, Course grade, TPA 1	Course grade, TPA 3	Lesson plans, Course grade, TPA 1-3	Curriculum unit map, Course grade, TPA 1-3	Demographic paper, Course grade	Reflective paper, Course grade, TPA 1-3
State Standards	Makes subject matter comprehensible to students	Assesses student learning	Engages and supports all students in learning	Plans instruction and designs learning experiences for all students	Creates and maintains an effective environment for student learning	Develops as a professional educator
Conceptual Framework	Promotes Growth	Research and Evaluation	Promotes Growth	Promotes Growth, Service and Collaboration	School Improvement, Values Diversity	Values Diversity, Research and Evaluation, School Improvement
NCATE Elements	Content Knowledge	Student Learning	Pedagogical Content Knowledge	Professional Knowledge & Skills	Professional Knowledge & Skills	Professional Dispositions

Program enrollment is determined by comparing the number of candidates admitted over the previous 7 years with candidates who have yet to complete the program. There are approximately 1,477 current candidates who are in various stages of the program. This number may be slightly inflated since candidates do not always inform us if they choose to withdraw from the program or simply discontinue their studies. Consequently they appear active in the program. In 2009-2010, the SSCP admitted 456 students to the program. During the same time, 322 students were enrolled in the culminating experience, student teaching. The remaining students are completing the professional preparation coursework.

Table 2

Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)

	Transition Point 1 Admission to Program					
	2009-2010			**2010-2011**		
	Applied	**Accepted**	**Matriculated**	**Applied**	**Accepted**	**Matriculated**
TOTAL	456	456	na	376	376	na

Table 3

Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)[1]

	Transition Point 2 Advancement to Culminating Experience	
	2009-2010	**2010-2011**
Other (e.g., project)	322	330

Table 4

Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)

	Transition Point 3 Exit	
	2009-2010	**2010-2011**
Credential[2]	331	350

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[1] Data are reported Summer term through Spring term (e.g., Summer 2009-Spring 2010 for the 2009-10 academic year.)

[2] Data for Initial and Advanced Credential Programs reflects students who have filed for their credential with the Credential Office. These data generally include students who have completed the program one or more years prior to filing their credential request, particularly related to the advanced credential programs. Data are reported for Summer 2009 through Spring 2011.

Table 5

Faculty Profile 2009-2011[3]

Status	2009-2010	2010-2011
Full-time TT/Lecturer	29	32
Part-time Lecturer	76	65
Total:	105	97

Changes Since Last Accreditation Activity (Biennial Report, Program Assessment or Site Visit)*.*

Dr. Jared Stallones was appointed as the Single Subject Credential Program University Coordinator (August 2011). Dr. Deborah Mitchell, (Director of Music Education – Cole Conservatory of Music) was appointed to a one year position as Assistant Coordinator (August 20011 - assigned time).

The SSCP has adopted a "paperless" initiative (Fall 2010):

All agendas/minutes/forms and the Student Teaching Handbook are now available through email or online at the SSCP website.

Mentor teachers and university supervisors complete midterm/final student teacher evaluations through *Taskstream.*

Students complete all signature assignments and TPAs on *Taskstream.*

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[3] Figures include headcounts of individual faculty who taught in the program during the academic year. Faculty who teach in multiple programs are counted in each.

PART II – Candidate Assessment/Performance and Program Effectiveness Information

a) What are the primary candidate assessment(s) the program uses up to and through recommending the candidate for a credential?

b) What additional information about candidate and program completer performance or program effectiveness is collected and analyzed that informs programmatic decision making?

Prior to fall 2009, the SSCP used the signature assignment completed by SSCP candidates enrolled in EDSS 473, Student Teaching Seminar (pre/post assessment, assessing SLO 2, Assessing Student Learning), the CalTPAs and the TPEs (through the student teaching evaluations) to analyze candidate performance data. Signature assignments for the remaining five SLOs were developed by the SSCP faculty and are now embedded in all professional preparation courses. The table below summarizes the six student learning outcomes (SLOs), the six signature assignments, and CalTPAs currently used to assess candidates.

Table 6

Program Student Learning Outcomes and Signature Assignments

Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
SLO 1: Makes subject matter comprehensible to students	• EDSS 450: Teaching Lesson • Teacher Performance Assessment (CalTPA) 1 & 4	• EDSS 450 Teaching Lesson Assignment: The purpose of this assignment is to demonstrate that the candidate has the ability to make subject matter comprehensible to students. This is an in-class assessment in which students teach a 15-minute component/section of a lesson to their peers. The lesson is drawn from the unit plan the candidate is developing. • CalTPA 1 assesses candidates knowledge of subject specific pedagogy • CalTPA 4 is the culminating experience which assesses candidates ability to reflect on their teaching
SLO 2: Assesses student learning	• EDSS 473: Pre-Post Assignment • Teacher Performance Assessment (CalTPA) 3 & 4	• EDSS 473 Pre-Post Assignment: The purpose of this assignment is to access candidates' ability to develop a lesson that includes a pre/post assessment appropriate to the demographics of the class and to interpret/analyze data and then formulate an action / intervention plan to re-teach lesson. The assignment is given in the student teaching seminar and candidates carry out the assignment during their student teaching experience • CalTPA 3 assesses candidates knowledge of assessing learning • CalTPA 4 is the culminating experience which assesses candidates ability to reflect on their teaching
SLO 3: Engages and supports all students in learning	• EDSE 457: Lesson Plans • Teacher Performance Assessment (CalTPA) 1-4	• EDSE 457 Lesson Plan Assignment: The purpose of this assignment is for candidates to demonstrate proficiency at engaging and supporting all students. This is a take-home assignment. Candidates are responsible for developing 5 content specific lessons that include: a SDAIE lesson plan demonstrating differentiating for ELLs; a lesson plan focusing on vocabulary instruction; a lesson focusing on writing to learn in the content area; a lesson stressing levels of comprehension; and a lesson incorporating B-D-A strategies. • CalTPA 1 assesses candidates knowledge of subject specific pedagogy • CalTPA 2 assesses candidates knowledge of designing learning • CalTPA 3 assesses candidates knowledge of assessing learning • CalTPA 4 is the culminating experience which assesses candidates ability to reflect on their teaching
SLO 4: Plans instruction and designs learning experiences for all students	• EDSE 436: Curriculum Unit Map • Teacher Performance Assessment (CalTPA) 1-4	• EDSE 436 Curriculum Unit Map: The purpose of this take-home assignment is for candidates to develop learning experiences for all students. Candidates are expected to: select a developmentally appropriate four to six-week state-adopted academic content standard curriculum unit map; plan instruction, including adaptations for a student with a special education need and an English language learner; and develop a formative or summative assessment that is directly aligned to the content standards and unit goals with differentiation for a student with a special education need and an English language learner. • CalTPA 1 assesses candidates knowledge of subject specific pedagogy • CalTPA 2 assesses candidates knowledge of designing learning • CalTPA 3 assesses candidates knowledge of assessing learning • CalTPA 4 is the culminating experience which assesses candidates ability to reflect on their teaching

Student Learning Outcomes	Signature Assignment(s)	Description of the Assignment
SLO 5: Creates and maintains an effective environment for student learning	EDSE 435: Demographic Paper	EDSE 435 Demographic paper assignment: The purpose of this take-home assignment is to: observe and interpret democratic practices and multiculturalism of a school and classroom; demonstrate an understanding of various perspectives on culture and diversity in educational contexts; and recognize the impact of migration and immigration on teaching and learning in secondary schools. Candidates are responsible for fulfilling a 15-hour field mini demographic study of the school and classroom to analyze and assess the effectiveness of the environment for student learning, culminating in a final report
SLO 6: Develops as a professional educator	• EDSS 300: Reflective Paper • Teacher Performance Assessment 1-4	• EDSS 300 Reflective paper: The purpose of this assignment is for candidates to begin developing as professional educators by reflecting on professional competencies they observed during their early 45-hour field experience in the schools. This is a take-home assignment with specific prompts related to identifying, describing and explaining what is done in conjunction with their field-work. • CalTPA 1 assesses candidates knowledge of subject specific pedagogy • CalTPA 2 assesses candidates knowledge of designing learning • CalTPA 3 assesses candidates knowledge of assessing learning • CalTPA 4 is the culminating experience which assesses candidates ability to reflect on their teaching

- The Single Subject SLOs are directly aligned with the CSTPs & the TPE's, with each SLO being directly aligned to each of the six categories of TPE's.

- The signature assignments were chosen by the SSCP faculty spring 2008 and fully implemented fall 2008.

- Each semester one SLO signature assignment and its data are analyzed by the SSCP coordinators (governing body for SSCP), the SSCP advisory committee and the faculty teaching the Signature Assignment course. Based on data and feedback received, any necessary adjustments to the assignment and/or rubric are made. Additionally, when the assignment course instructors meet, they are calibrated on the use of the scoring rubric.

- The EDSE 457 assignment and rubric was revised and instructors calibrated on the rubric fall 2009.
    - SLO 3: Engages and supports all students in learning.
    - Candidates are responsible for developing 5 content specific lessons that include:
        - a SDAIE lesson plan demonstrating differentiating for ELLs;
        - a lesson plan focusing on vocabulary instruction; a lesson focusing on writing to learn in the content area;
        - a lesson stressing levels of comprehension; and
        - a lesson incorporating B-D-A strategies.

- The EDSE 435 assignment and rubric was revised and instructors calibrated on the rubric spring 2010. This three-year cycle of data discussion, review & revision and calibration/re-calibration will continue once all courses are addressed for the first time.
    - SLO # 5 "Creates and maintains an effective environment for student learning" on School Observation Report: Democratic Schooling Practices signature assignment.
    - The purpose of this assignment is to assess EDSE 435 students' ability to
        - Identify and describe the demographic profile of a middle or high school by analyzing its Academic Performance Index (API) scores
        - Identify and describe the Standardized Testing and Reporting Results required of public schools to meet SB2042 "No Child Left Behind" federal requirements.
        - From the above reports, identify various populations and relevant data (i.e., English Language Learners, students on reduced lunch program, and test results reported).
        - Observe and identify the social environment of the school, classroom climate, implementation of the content area/subject discipline, and multicultural education practices.

Related to more general program effectiveness, SSCP uses a wealth of information to inform program decision making. Data is analyzed by SSCP faculty, program coordinators, and the university coordinator. Information is also shared with the SSCP program Advisory Committee. Table 9 below summarizes data collected from:

- course evaluations,
- the CSU Exit Survey (completed by student teachers),
- the CSU survey of graduates (one-year out),
- evaluations of university supervisors and master teachers (completed by student teachers),
- evaluation of the program by cooperating teachers,
- course instructor surveys.

[D = data collected; A = Data Analyzed]

Table 7

Summary of Single Subject Evaluation & Data Collection & Analysis

	Fall 2007	**Spring 2008**	**Fall 2008**	**Spring 2009**	**Fall 2009**	**Spring 2010**	**Fall 2010**	**Spring 2011**
Course Evaluations	D,A	D,A	D,A	D,A	D,A	D,A	D,A	D,A
CSU Exit Survey	D, A (Analyze 05-06 Data)	D	D, A (Analyze 06-07 Data)	D	D, A (Analyze 07-08 Data)	D	D, A (Analyze 08-09 Data)	D
CSU Survey of Graduates	D, A (Analyze 05-06 Data)	D	D, A (Analyze 06-07 Data)	D	D, A (Analyze 07-08 Data)	D	D, A (Analyze 08-09 Data)	D
CSU Survey of Supervisors	D, A (Analyze 05-06 Data)	D	D, A (Analyze 06-07 Data)	D	D, A (Analyze 07-08 Data)	D	D, A (Analyze 08-09 Data)	D
Evaluation of Cooperating Teachers	D,A	D,A	D,A	D,A	D,A	D,A	D,A	D,A
Evaluation of University Supervisors	D,A	D,A	D,A	D,A	D,A	D,A	D,A	D,A
Cooperating Teacher Program Evaluation Survey	D,A	D,A	D,A	D,A	D,A	D,A	D,A	D,A
Instructor Survey					D	A		

	Fall 2007	Spring 2008	Fall 2008	Spring 2009	Fall 2009	Spring 2010	Fall 2010	Spring 2011
Candidate Disposition	D,A	D,A	D,A	D,A	D,A	D,A	D,A	D,A
SLO #1			D	D	D	D	D	D,A (F08-Sp11)
SLO#2	D	D	D,A (F07-F08)	D	D	D	D	D
SLO #3			D	D	D,A (F08-F09)	D	D	D
SLO #4			D	D	D	D	D,A (F08-F10)	D
SLO #5			D	D	D	D,A (F08-Sp10)	D	D
SLO #6			D	D,A (F08-Sp09)	D	D	D	D
CalTPAs Tasks 1 - 4		D,A	D,A	D,A	D,A	D,A	D,A	D,A

D=Data Collected   A= Data Analyzed

Table 8

Program Effectiveness Data

Data Collection Instrument	When Administered
CSU Exit Survey	Annually
Single-Subject Exit Surveys	Every semester

c) Include aggregated data from 4-6 instruments that were described in (a) and (b).

2009-10 Student Learning Data

Table 9

Signature Assignment Data for 2009-2011

Signature Assignment	Semester	Score 1 or 2 (not passing)	Score 3 or 4 (passing)	Total
SLO 1: Makes subject matter comprehensible to students. EDSS 450: Teaching Lesson	Fall 2009	10%, n = 24	90%, n = 210	234
	Spring 2010	5%, n = 12	95%, n = 211	223
	Fall 2010	7%, n = 13	93%, n = 171	184
	Spring 2011	4%, n = 8	96%, n = 184	192
SLO 2: Assesses student learning. EDSS 473: Pre-Post Assignment	Fall 2009	6%, n = 9	94%, n = 133	142
	Spring 2010	5%, n = 9	95%, n = 159	168
	Fall 2010	7%, n = 13	93%, n = 162	175
	Spring 2011	10%, n = 13	90%, n = 123	136
SLO 3: Engages and supports all students in learning. EDSE 457: Lesson Plans	Fall 2009	2%, n=4	98%, n = 172	176
	Spring 2010	2%, n = 3	98%, n = 167	170
	Fall 2010	1%, n = 2	99%, n = 143	145
	Spring 2011	12%, n = 19	88%, n = 146	165
SLO 4: Plans instruction and designs learning experiences for all students. EDSE 436: Curriculum Unit Map	Fall 2009	5%, n=11	95%, n = 189	200
	Spring 2010	4%, n = 9	96%, n = 204	213
	Fall 2010	9%, n = 13	91%, n = 132	145
	Spring 2011	4%, n = 7	96%, n = 182	189
SLO 5: Creates and maintains an effective environment for student learning. EDSE 435: Demographic Paper	Fall 2009	3%, n = 5	97%, n = 164	169
	Spring 2010	11%, n = 19	89%, n = 149	168
	Fall 2010	10%, n = 16	90%, n = 139	155
	Spring 2011	10%, n = 18	90%, n = 158	176
SLO 6: Develops as a professional educator. EDSS 300: Reflective Paper	Fall 2009	14%, n = 40	83%, n = 201	241
	Spring 2010	18%, n = 33	82%, n = 153	186
	Fall 2010	20%, n = 47	80%, n = 191	238
	Spring 2011	19%, n = 36	81%, n = 150	186

Table 10

CalTPA Data for 2009-2010

CalTPA Task	Semester	Score 1 or 2 (not passing)	Score 3 or 4 (passing)	Total
1. Subject Specific Pedagogy	Fall 2009	15% n=23	85% n=127	150
	Spring 2010	12% n=22	88% n=156	178
2. Designing Instruction	Fall 2009	10% n=16	90% n=142	158
	Spring 2010	16% n=30	84% n=158	188
3. Assessing Learning	Fall 2009	14% n=7	86% n=42	49
	Spring 2010	23% n=22	77% n=72	**94**
4. Culminating Teaching Experience	Fall 2009	4% n=2	96% n=43	45
	Spring 2010	11% n=10	89% n=82	**92**
Resubmission Course Data				
CalTPA Task	Semester	Score 1 or 2 (not passing)	Score 3 or 4 (passing)	Total
1. Subject Specific Pedagogy	Fall 2009	0	0	0
	Winter 2010	0	100% n=9	9
	Spring 2010	0	100% n=12	12
	Summer 2010	0	100% n=20	20
2. Designing Instruction	Fall 2009	44% n=4	56% n=5	9
	Winter 2010	0	100% n=1	1
	Spring 2010	12% n=2	88% n=15	17
	Summer 2010	21% n=5	79% n=19	24
3. Assessing Learning	Fall 2009	0	0	0
	Winter 2010	0	0	0
	Spring 2010	17% n=1	83% n=5	6
	Summer 2010	4% n=1	96% n=24	25
4. Culminating Teaching Experience	Fall 2009	0	0	0
	Winter 2010	0	0	0
	Spring 2010	17% n=1	83% n=5	6
	Summer 2010	14% n=2	86% n=12	14

Outcome 3: Engages and supports all students in learning.

Figure 1

Single Subject Fall 2009 Score Distribution-SLO 3

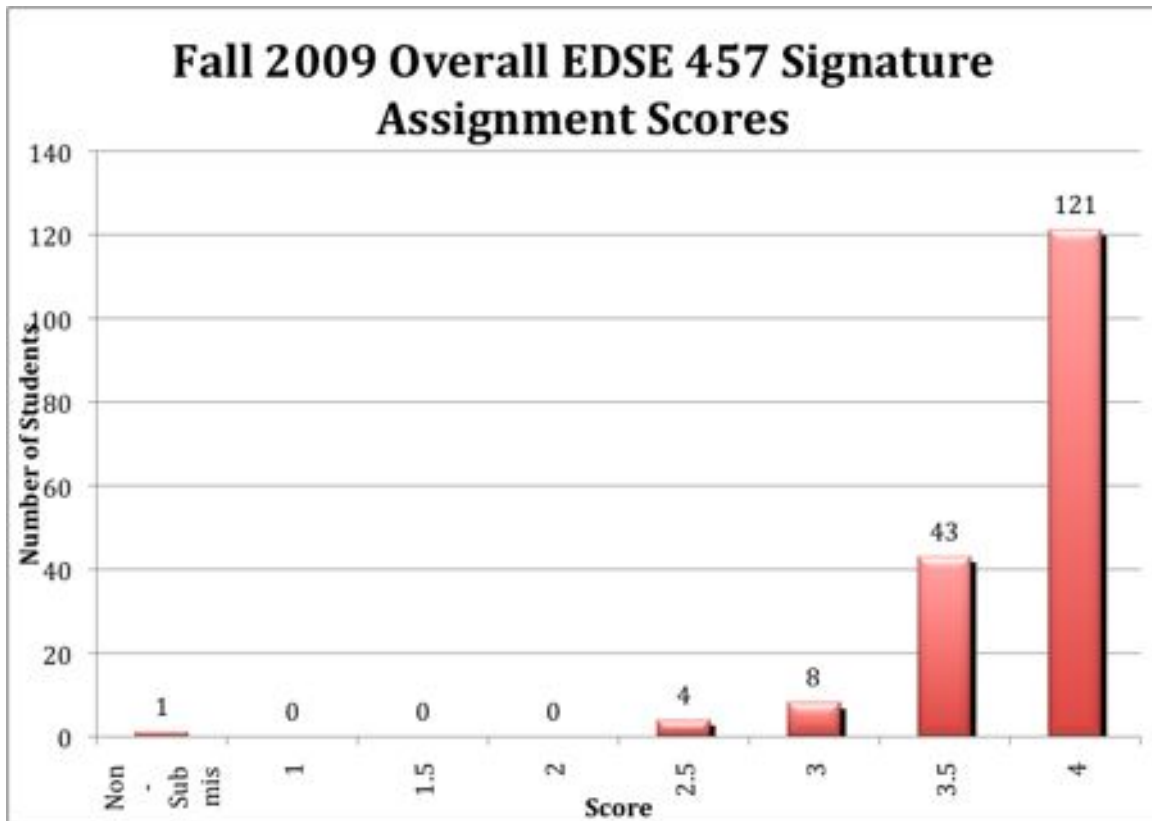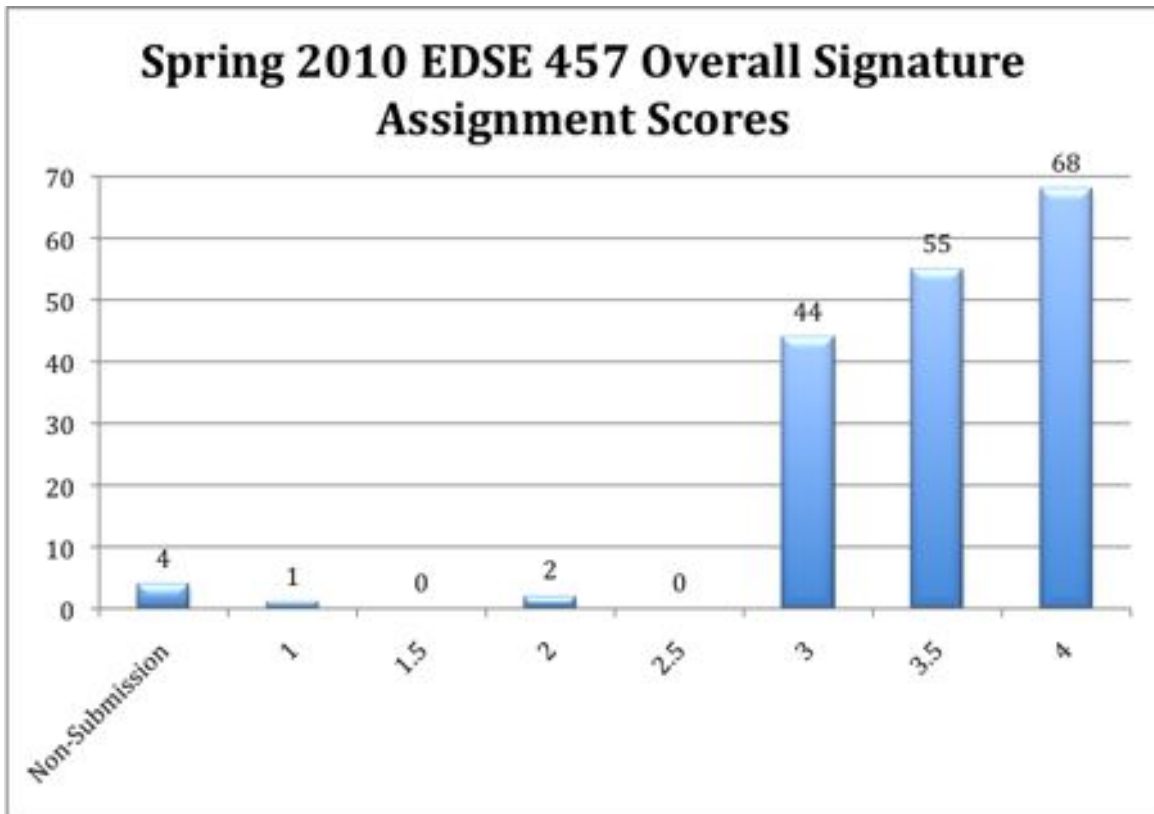Fall 2009 Overall EDSE 457 Signature Assignment Scores

Figure 2

Single Subject Spring 2010 Score Distribution-SLO 3

Outcome 5: Creates and maintains an effective environment for student learning.

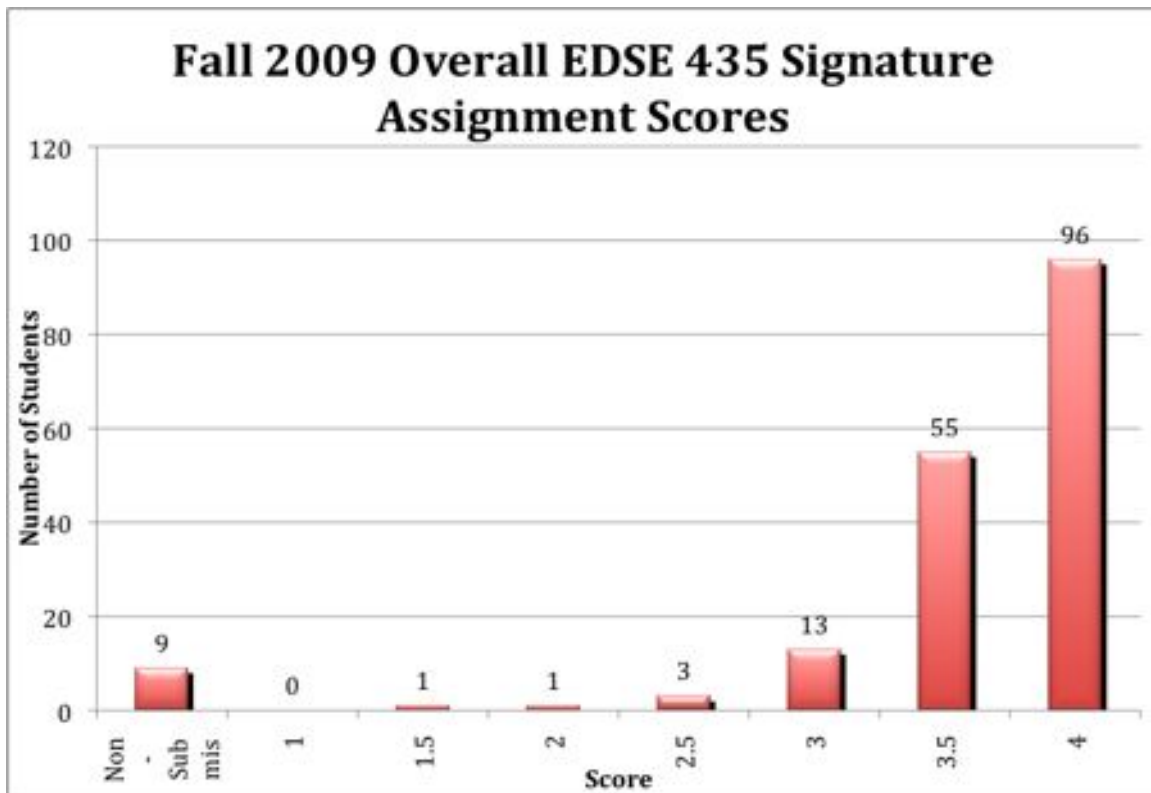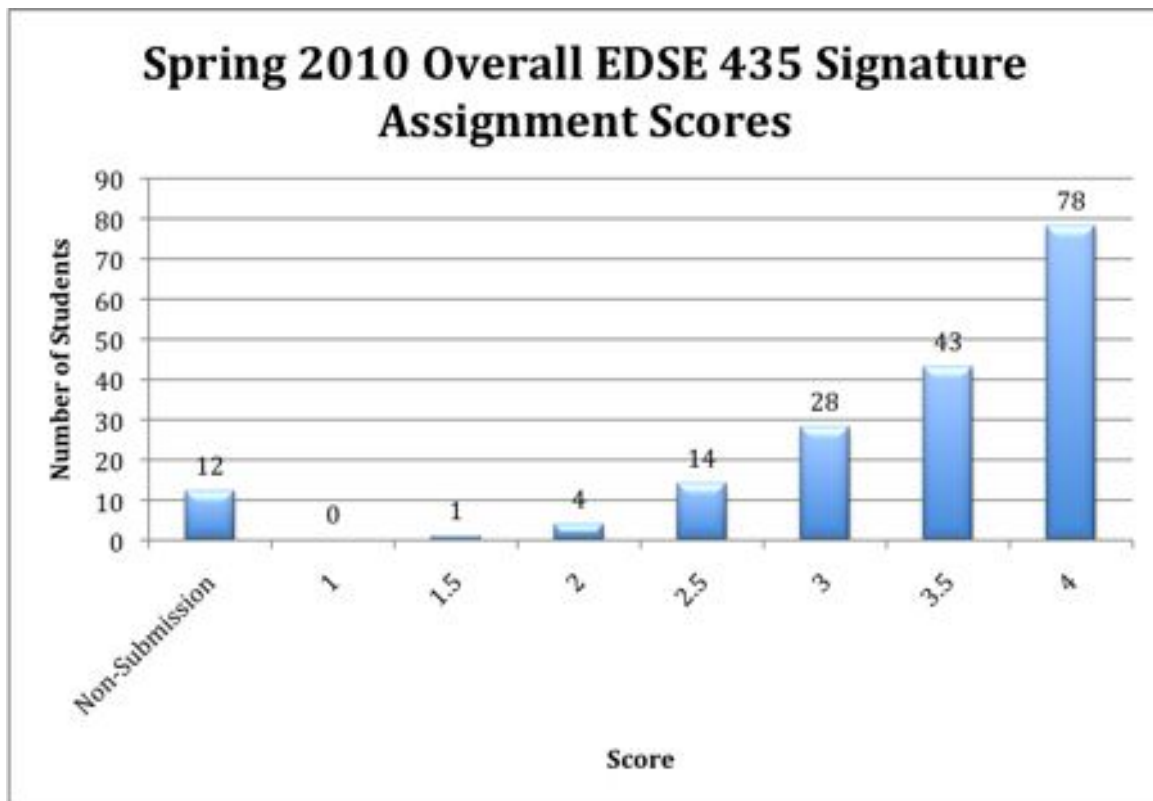**Figure 3**

Single Subject Fall 2009 Score Distribution-SLO 5

Figure 4

Single Subject Spring 2010 Score Distribution-SLO 5

2010-11 Student Learning Data

CalTPA Data for 2010-2011

Table 11

CalTPA Task	Semester	Score 1 or 2 (not passing)	Score 3 or 4 (passing)	Total
5. Subject Specific Pedagogy	Fall 2010	10%, n = 15	90%, n = 133	148
	Spring 2011	11%, n = 18	89%, n = 148	166
6. Designing Instruction	Fall 2010	14%, n = 17	86%, n = 105	122
	Spring 2011	19%, n = 30	81%, n = 131	161
7. Assessing Learning	Fall 2010	11%, n = 15	89%, n = 112	127
	Spring 2011	18%, n = 18	82%, n = 82	100
8. Culminating Teaching Experience	Fall 2010	6%, n = 7	94%, n = 120	127
	Spring 2011	10%, n = 10	90%, n = 90	100

Figure 5

Single Subject AY10-11 SLOs Comparison
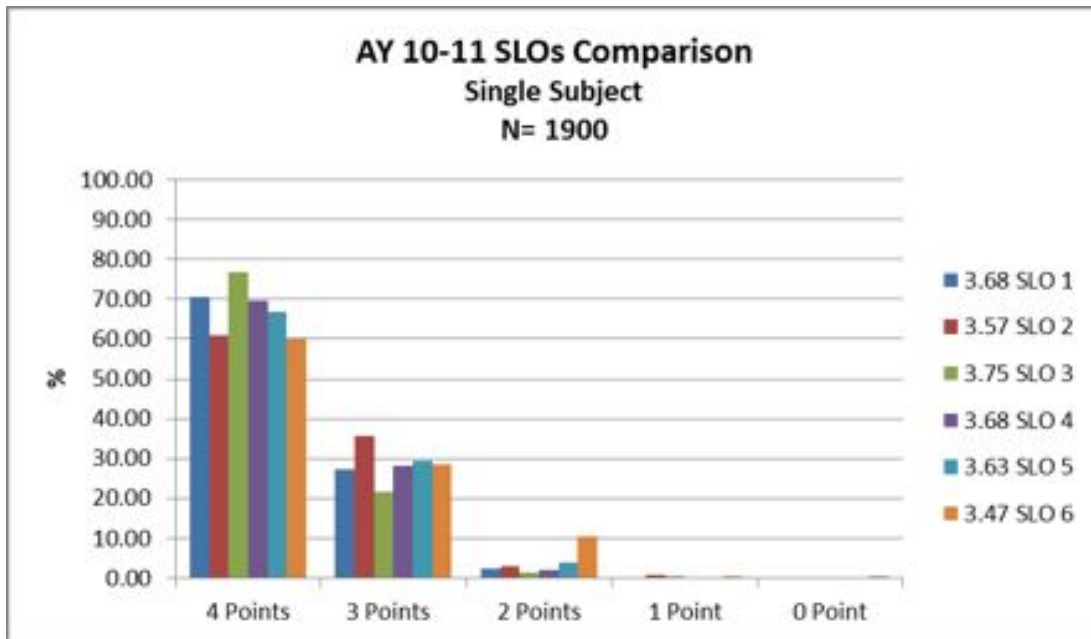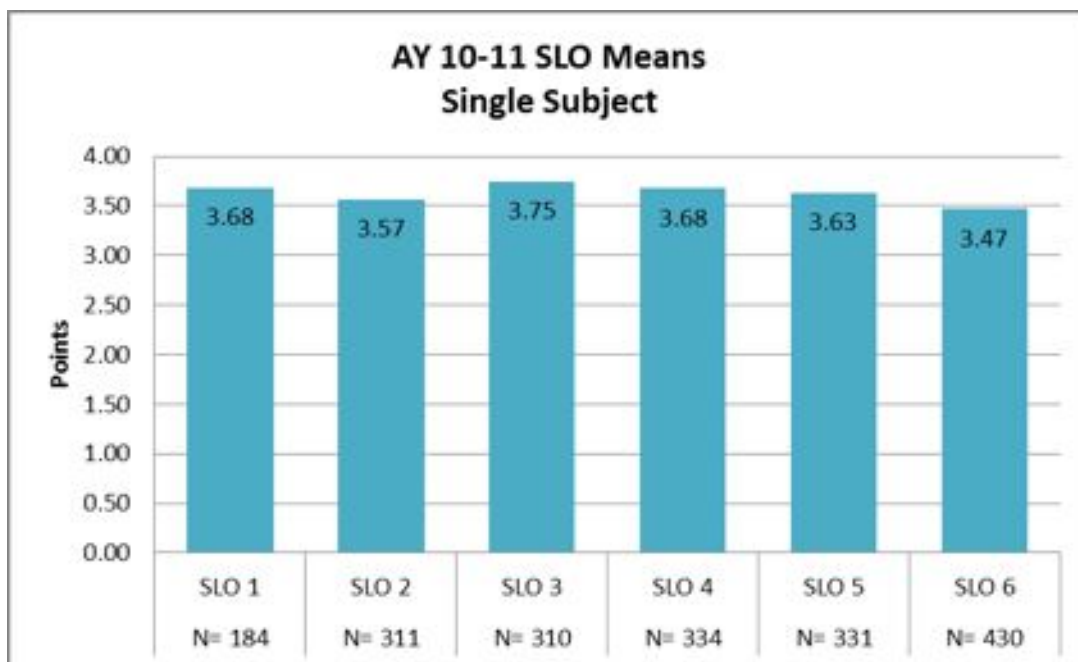

Figure 6

Single Subject AY10-11 SLO Means

Outcome 1: Makes subject matter comprehensible to students

Figure 7

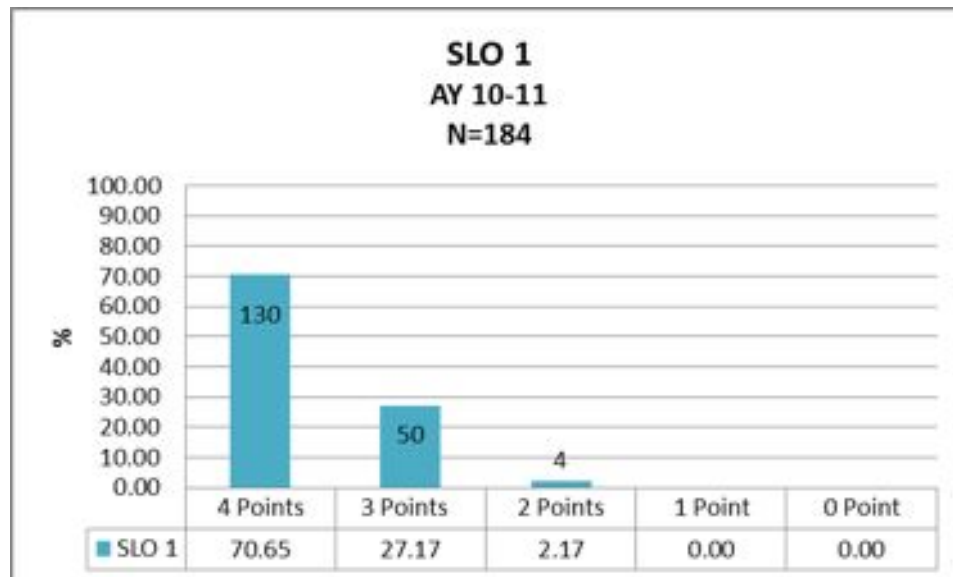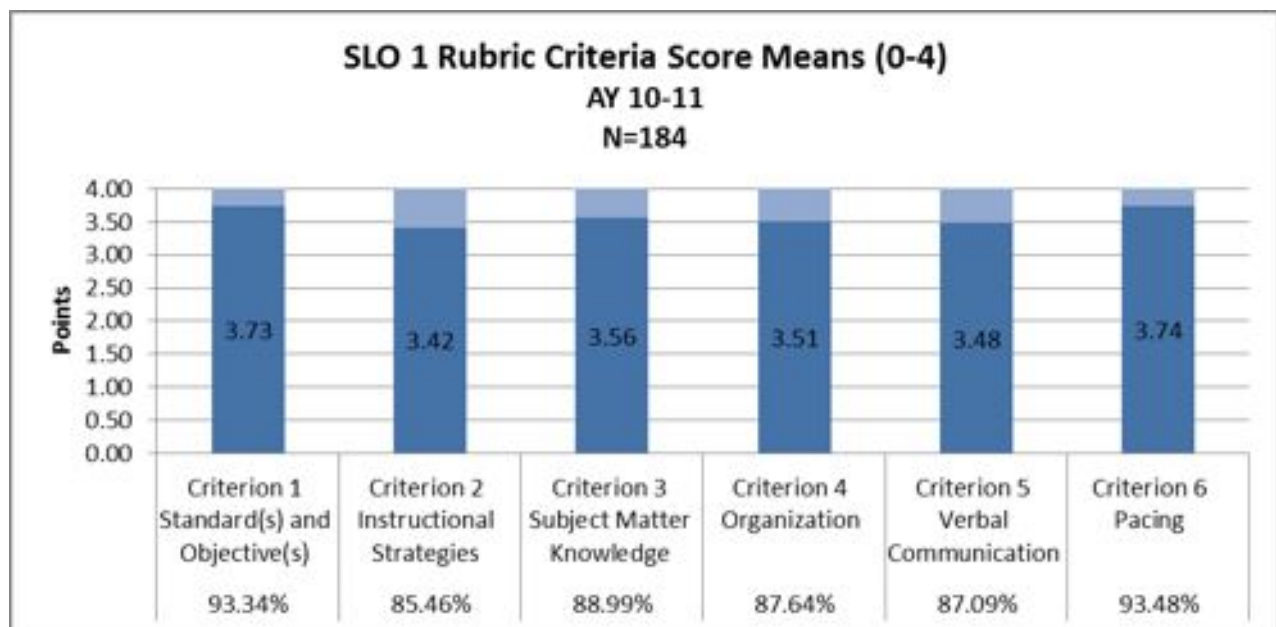*Single Subject AY10-11 Score Distribution-SLO 1*

Figure 8

Single Subject AY10-11 Criteria Means-SLO 1

Outcome 2: Assesses student learning

Figure 9

Single Subject AY10-11 Score Distribution-SLO 2
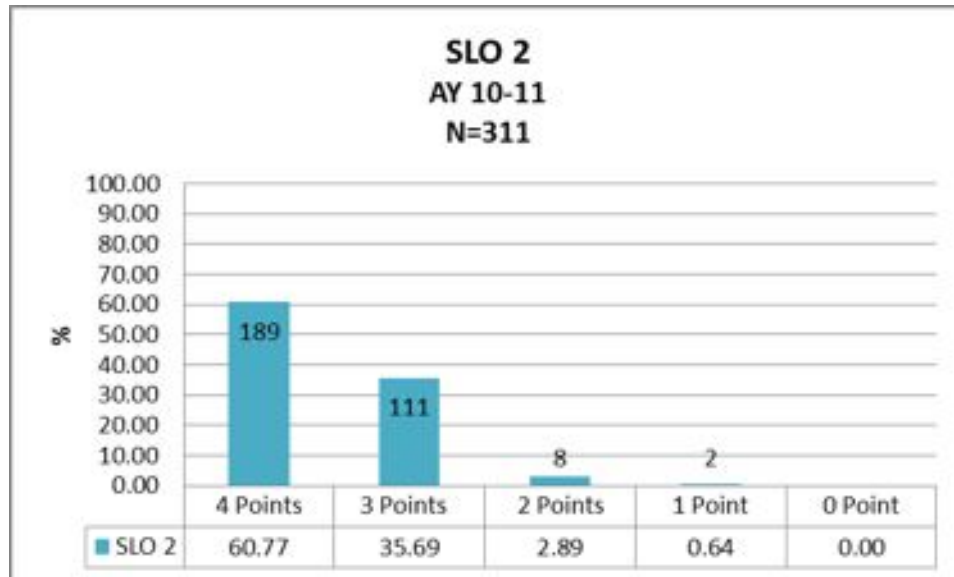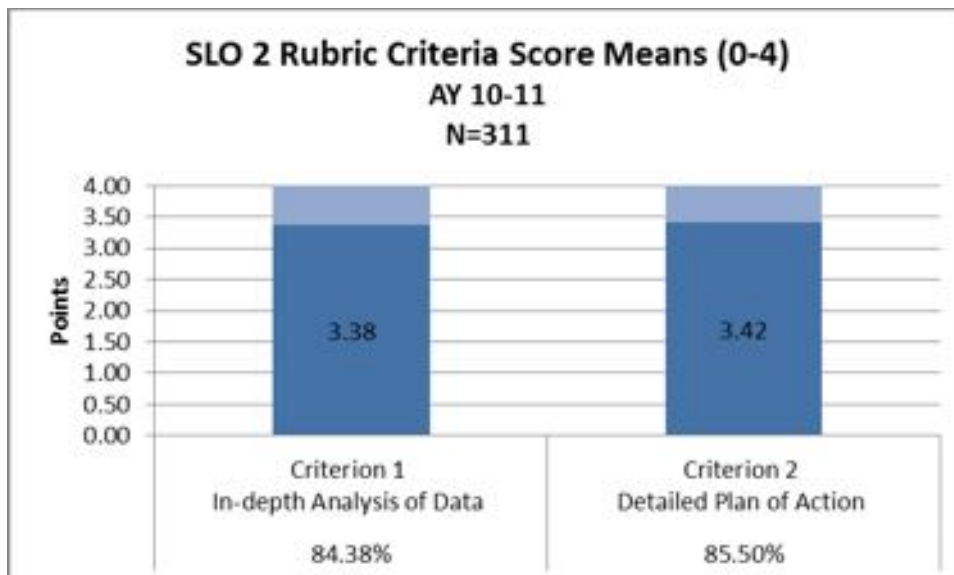

Figure 10

Single Subject AY10-11 Criteria Means-SLO 2

Outcome 3: Engages and supports all students in learning

Figure 11

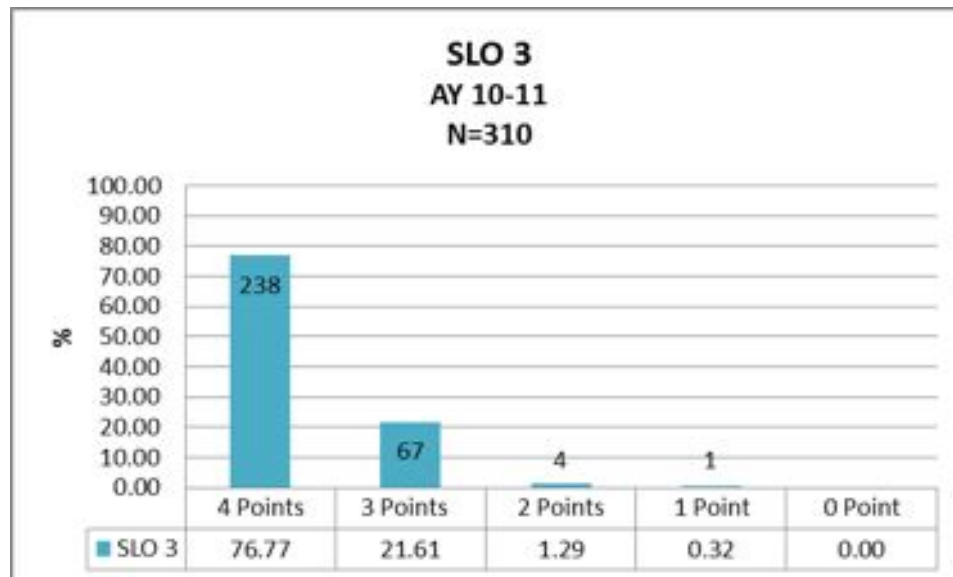*Single Subject AY10-11 Score Distribution-SLO 3*

Figure 12

Single Subject AY10-11 Criteria Means-SLO 3
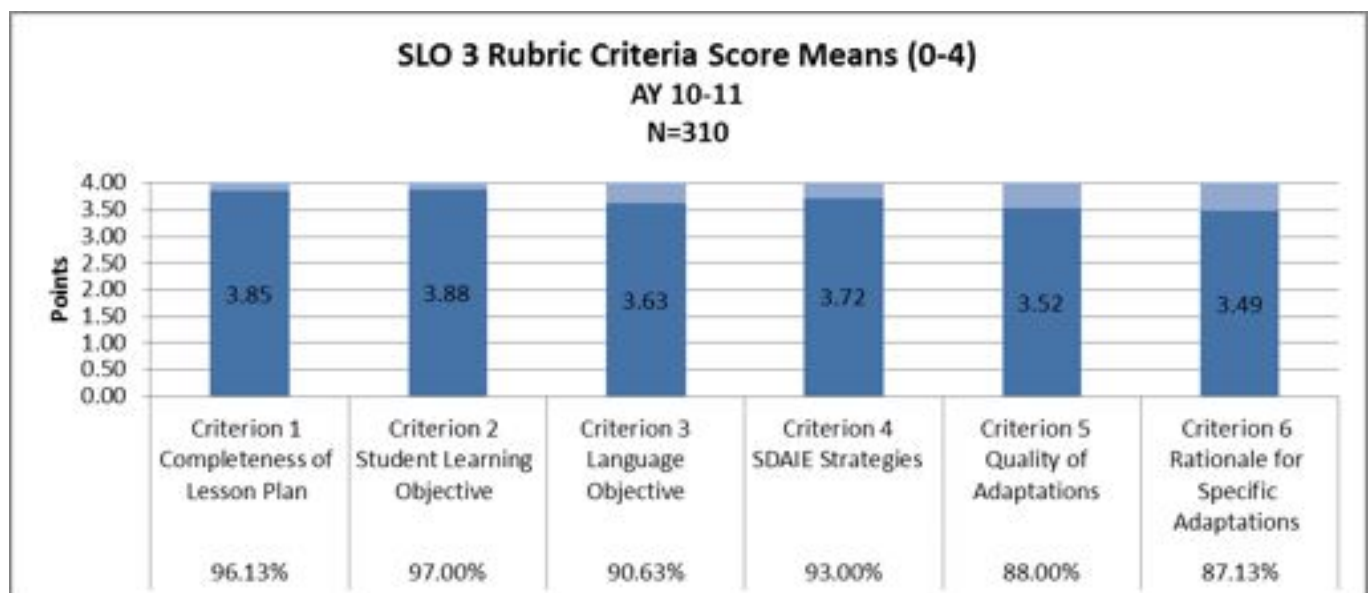
Outcome 4: Plans instruction and designs learning experiences for all students

Figure 13

Single Subject AY10-11 Score Distribution-SLO 4
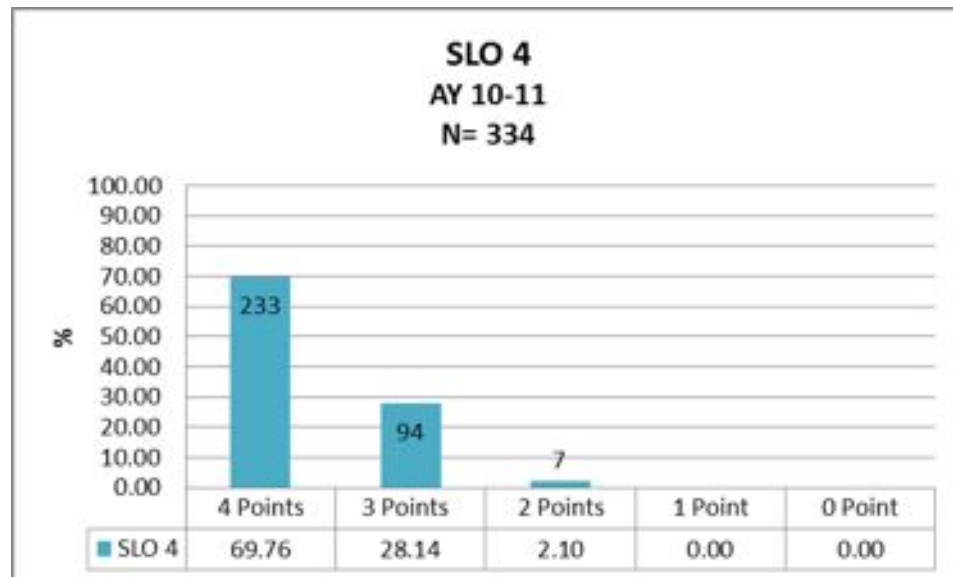
Figure 14

Single Subject AY10-11 Criteria Means-SLO 4
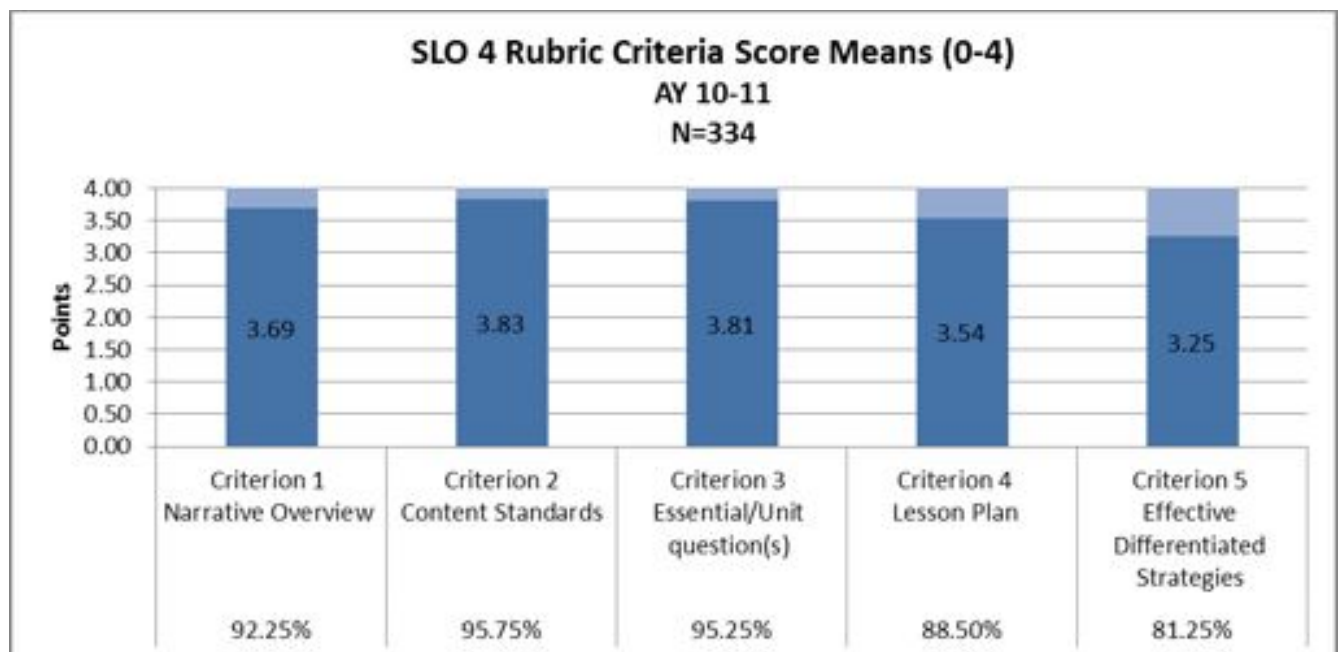
Outcome 5: Creates and maintains an effective environment for student learning

Figure 15

Single Subject AY10-11 Score Distribution-SLO 5
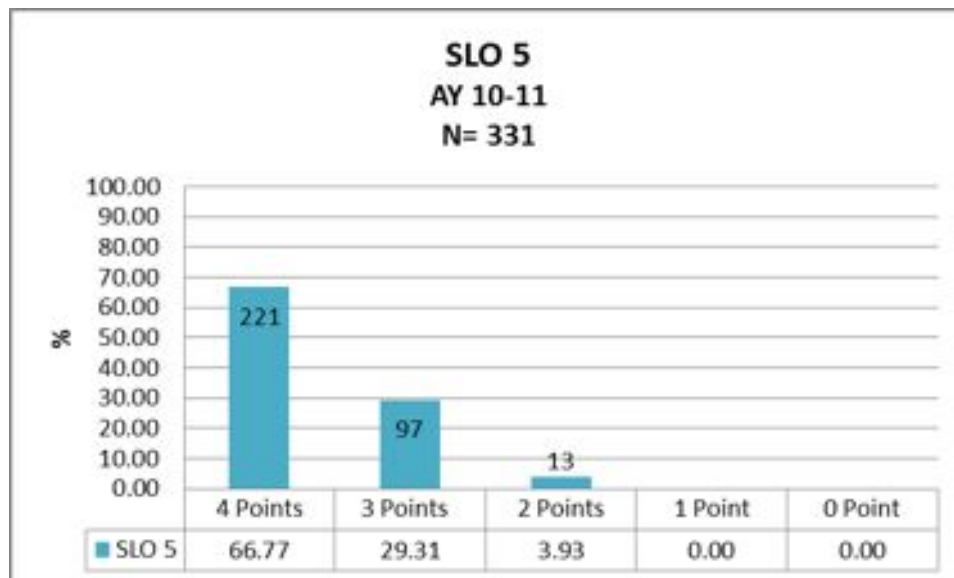
Figure 16

Single Subject AY10-11 Criteria Means-SLO 5
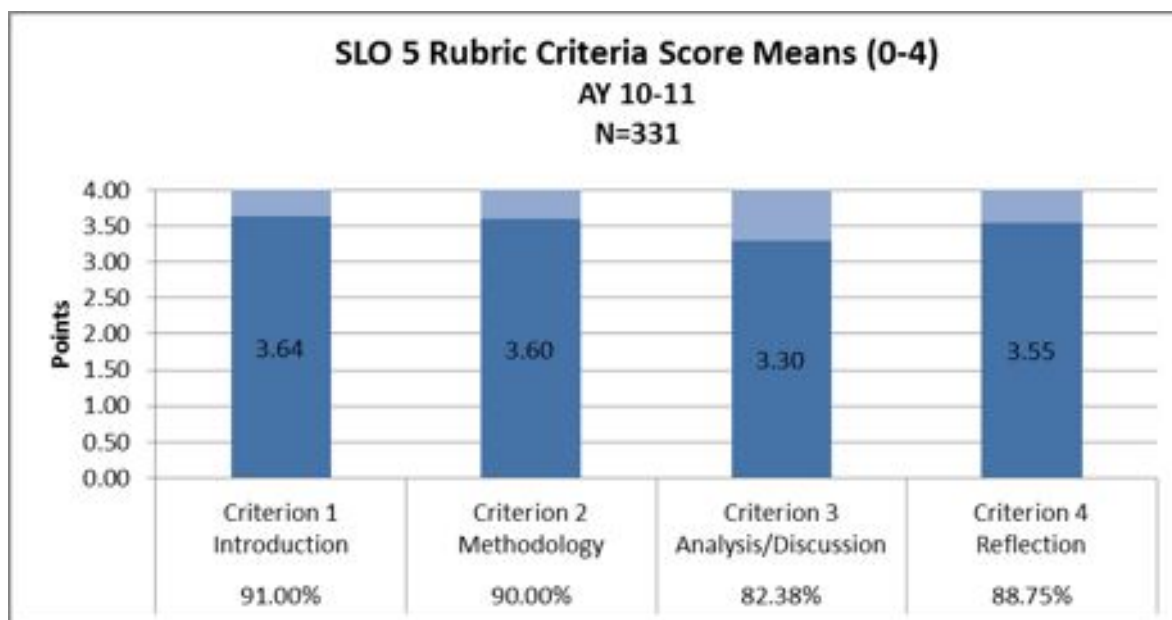
Outcome 6: Develops as a professional educator

Figure 17

Single Subject AY10-11 Score Distribution-SLO 6
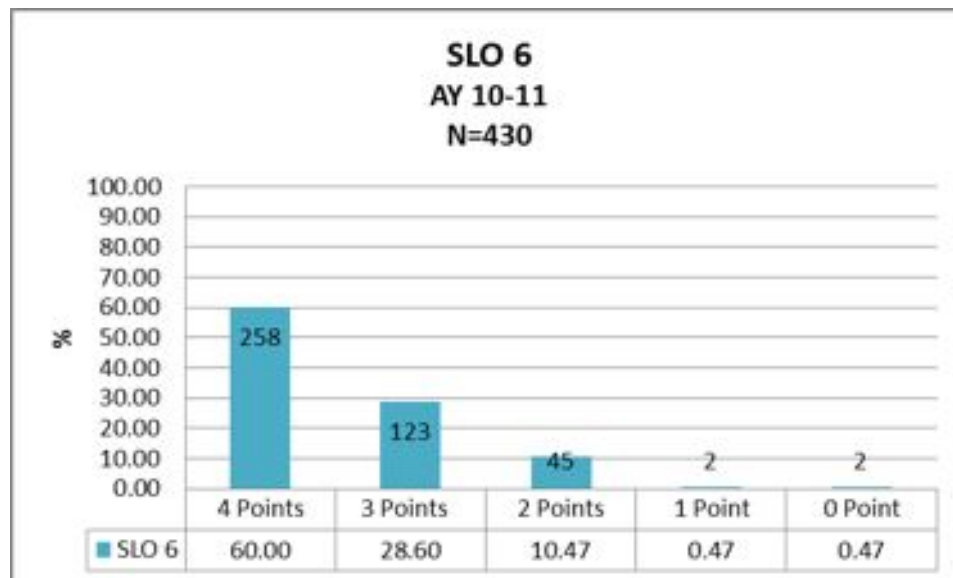
Figure 18

Single Subject AY10-11 Criteria Means-SLO 6
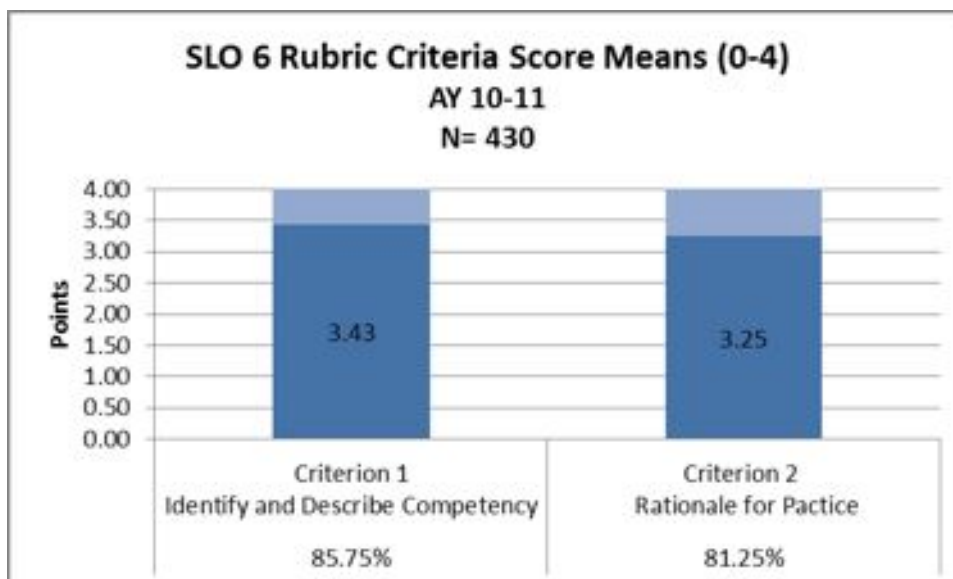
Outcome 1: Makes subject matter comprehensible to students

Outcome 2: Assesses student learning

Outcome 3: Engages and supports all students in learning

Outcome 4: Plans instruction and designs learning experiences for all students

Outcome 5: Creates and maintains an effective environment for student learning

Outcome 6: Develops as a professional educator

Figure 19

Single Subject AY10-11 Score Distribution-SLO 1-6 (EDSS 450)
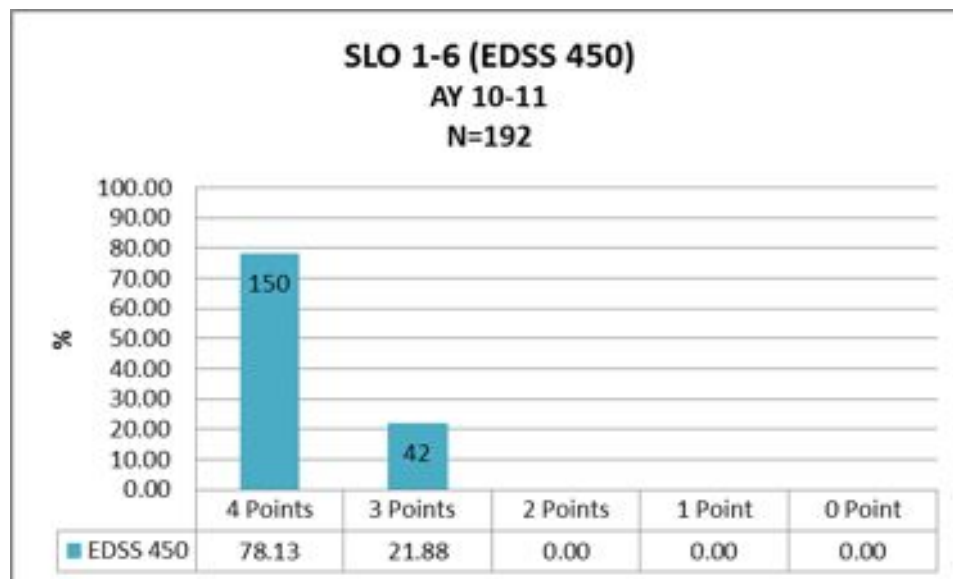
*Not included in aggregate summary on page 1

Figure 20

Single Subject AY10-11 Criteria Means-SLO 1-6 (EDSS 450)
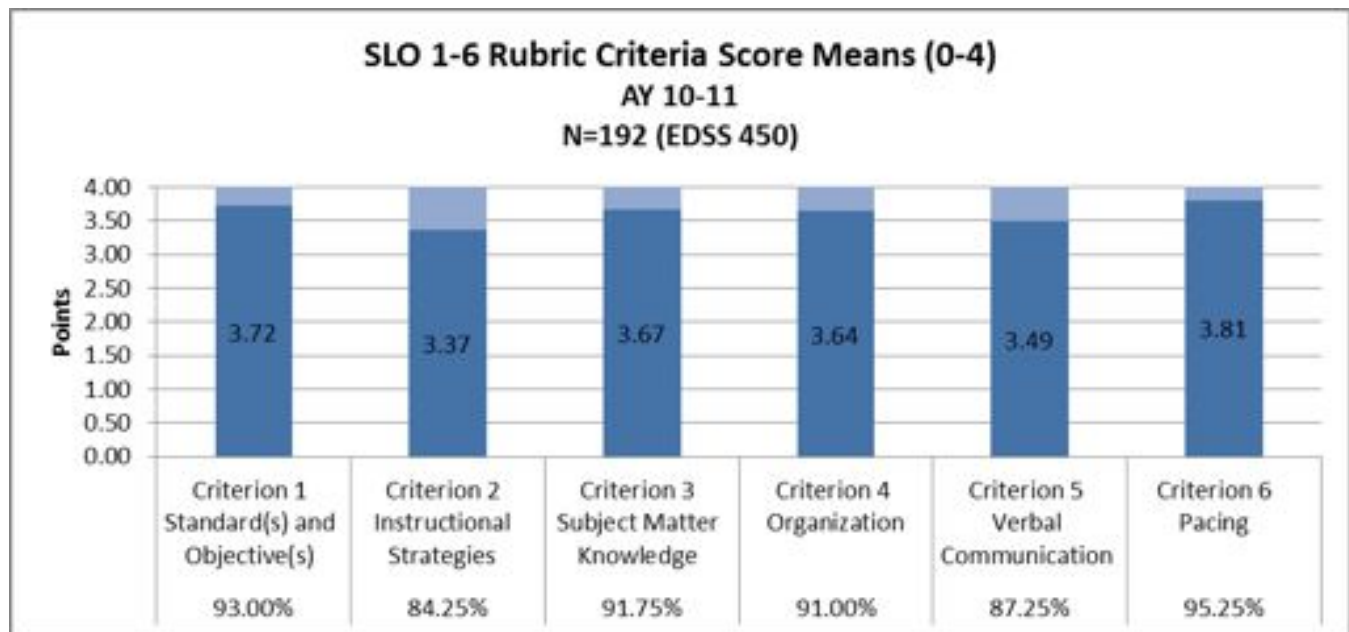
2009-11 CalTPA Assessor Data

Table 12

Assessors

Summer 2009-Spring 2011	SSCP
Assessors Used	48
Initially Calibrated 2009-2011	5
Recalibrated	29
Chose not to recalibrate	27

Notes

1. Assessors used: Headcount of all assessors used in 2009-11 period; those in this group may be qualified to score multiple tasks;

2. Initially Calibrated 2009-2011: Individuals who first did Foundation training during 2009-11 year; these are "new" assessors during this time period.

3. Recalibrated: individuals who have successfully recalibrated on 1 or more tasks using either the CED in-house system or the CTC online system

4. Chose not to recalibrate: individuals who informed CED they would not be recalibrating on one or more tasks; or did not communicate with CED at all

Reliability Data

The figures in the table below were obtained by first identifying the tasks that were double-scored as part of our reliability studies and grouping these tasks by the academic year scored and by program (Multiple vs. Single Subject). We then used cross-tabs to calculate, by year, the percentage of the assessors on these double-scored tasks who gave a score that was the same as or within 1 point of the other score for that task.

Table 13

Cal TPA Reliability Data

	AY 08-09	AY09-10	AY10-11
Exact Match	43%	53%	48%
Exact Match & 1 Point Off Combined	87%	92%	92%
N	54	180	289

Modifications to Assessor Selection, Training and Recalibration

During the last academic year, several policies were implemented to support the CalTPA requirement. Faculty who teach courses or supervise student teachers in the MSCP program are required to score a minimum of five tasks per semester to remain eligible to teach in the program. This policy was enacted to ensure that program faculty remain connected to the TPA process and can effectively provide instruction that will assist candidates in successful completion of the TPA. Assessors are now compensated at the rate of $40 per task for their assistance with the scoring process. Effective August 2011, faculty are required to recalibrate annually to be eligible to continue scoring TPA's and effectively, to continue teaching in the program.

2009-11 Program Effectiveness Data

CSU Exit Survey

The CSU Center for Teacher Quality administers a 23-item, CSU exit Survey of Student Teachers and distributes annual reports to campuses. The number of respondents for 2006-2007 was 312. The mean score and standard deviation for each item are reported in Appendix F. A summary of the strengths and weaknesses follows.

Table 14

Identified Strengths as revealed in the CSU Exit Survey of Student Teachers

As a new teacher, I am *well or adequately prepared* to begin…	Graduated 07-08	Graduated 08-09
To prepare lesson plans and make prior arrangements for students' class activities	95.8% n = 236	95% n = 194
To adhere to principles of education equity in the teaching of all students	93.1% n = 232	94% n = 94%
To evaluate and reflect on my own teaching and to seek out assistance that leads to professional growth	97.4% n = 235	93% n = 194

Table 15

Identified Weaknesses as revealed in the CSU Exit Survey of Student Teachers

As a new teacher, I am *well or adequately prepared* to begin…	Graduated 07-08	Graduated 08-09
To know about resources in the school & community for at risk students and families	74.7% n = 233	69% n = 194
To meet the instructional needs of students with special learning needs	71.5% n = 235	72% n = 186
To meet the instructional needs of students who are English Language Learners	76.4% n = 232	72% n = 194

CSU Survey of Program Graduates

The CSU Center for Teacher Quality annually surveys 1st year teachers who graduated from CSU programs. The data is presented alongside the data from the survey of Supervisors. What follows is a summary of strengths and weaknesses.

Table 16

Identified Strengths as Revealed in the CSU Survey of Graduates in their First Year of Teaching

The First Year Teaching Graduate was *well or adequately prepared* to…	Graduated 07-08	Graduated 08-09
Know and understand the subjects of the curriculum at his/her grade level	94% n = 86	94% n=84
Prepare lesson plans and make prior arrangements for class activities	89% n = 87	88% n=84
Monitor students' progress by using informal assessments methods	88% n = 84	87% n= 85
Adhere to principles of educational equity in the teaching of all students	88% n = 83	93% n=85

Table 17

Identified Weaknesses as Revealed in the CSU Survey of Graduates in their First Year of Teaching

The First Year Teaching Graduate was *well or adequately prepared* to…	Graduated 07-08	Graduated 08-09
Know about resources in the school & community for at-risk students/families	55% n = 83	56% n=85
Meet the instructional needs of students with special learning needs	57% n = 84	67% n=83
Organize and manage student behavior and discipline satisfactorily	61% n = 87	73% n=86

CSU Survey of Supervisors of Program Graduates

The CSU Center for Teacher Quality annually surveys supervisors of 1st year teaching graduates of CSU programs.   The data is presented alongside the data from the 1-year out graduates. What follows is a summary of the strengths and weaknesses.

Table 18

Identified Strengths as revealed in the CSU Survey of Employers

The First Year Teaching Graduate was *well or adequately prepared* to…	Graduated 07-08	Graduated 08-09
Know and understand the subjects of the curriculum at her/his grade level	95% n = 82	91% n=57
Use computer-based technology in class activities and to keep class records	94% n = 82	93% n=55
Adhere to principles of educational equity in the teaching of all students	90% n = 82	82% n=57
Maintain positive rapport and foster students' motivation and excitement	90% n = 83	77% n=57

Table 19

Identified Weaknesses as revealed in the CSU Survey of Employers

The First Year Teaching Graduate was *well or adequately prepared* to…	Graduated 07-08	Graduated 08-09
Know about resources in the school & community for at-risk students/families	66% n = 80	58% n=52
Meet the instructional needs of students with special learning needs	71% n = 82	62% n=55
Meet the instructional needs of students who are English Language Learners	78% n = 81	72% n=54

Survey of Cooperating Teachers

Each year the SSCP surveys our cooperating teachers about how well our programs helped prepare their student teachers. Overall, the cooperating teachers who returned the surveys were satisfied with the education our student teachers received. What is shown below is a summary of data collected.

Table 20

Survey of Cooperating Teachers (Fall 2009 & Spring 2010)

Question: The Student Teacher was able to:						
	Below Average Rating Sp 10	Below Average Ratings Fall 09	Average Rating Sp 10	Average Rating Fall 09	Above Average Rating Sp 10	Above Average Rating Fall 09
Establish a classroom environment that promotes learning	6% n=4	5% n=4	26% n=18	15% n=12	20% n=14	27% n= 22
Develop appropriate curriculum for subject and students	13% n=9	7% n=6	17% n=12	16% n=13	24% n=17	35% n=29
Write appropriate unit and lesson plans	13% n=9	9% n=7	24% n=16	21% n=17%	27% n=18	36% n=29
Utilize a variety of developmentally appropriate instructional strategies to address students with diverse needs	17% n=12	1% n=1	14% n=10	30% n=24	27% n=19	35% n=29
Motivate & sustain student interest	12% n=8	10% n=8	29% n=20	21% n=17	28% n=19	32% n=26
Communicate effectively	11% n=8	6% n=5	34% n=24	14% n=11	17% n=12	38% n=31
Identify students prior attainments	10% n=7	4% n-3	33% n=23	35% n=28	31% n=22	34% n=27
Achieve significant instructional objectives	11% n=8	3% n=2	23% n=16	24% n=19	27% n=19	33% n=26
Assess student progress	11% n=8	3% n=2	27% n=19	16% n=13	27% n=2	47% n=38
Improve students ability to evaluation, analyze and reach sound conclusions	14% n=10	7% n=6	29% n=20	30% n=24	31% n=22	36% n=29
Foster positive student attitudes	10% n=7	5% n=4	26% n=18	17% n=14	30% n=21	40% n=31
Teach diverse students	6% n=4	3% n=2	27% n=18	14% n=11	23% n=15	33% n=27
Teaching limited-English	7% n=5	6% n-5	38% n=25	33% n=26	24% n=16	33% n=26
Professional conduct	10% n=7	9% n=7	14% n=10	11% n=9	27% n=19	19% n=15
Use of technology	6% n=4	5% n=4	15% n=10	9% n=7	18% n=12	35% n=28

Question: The Student Teacher was able to:						
	Below Average Rating Sp 10	Below Average Ratings Fall 09	Average Rating Sp 10	Average Rating Fall 09	Above Average Rating Sp 10	Above Average Rating Fall 09
The student was adequately prepared to begin student teaching	10% n=7	10% n=8	20% n=14	14% n=11	17% n=12	25% n=20
The student possessed a sound knowledge base in content area	6% n=4	5% n=4	15% n=10	11% n=9	17% n=12	30% n=24
Question:	Highly ineffective/ ineffective Sp 10	Highly ineffective/ Ineffective Fall 09	Acceptable Sp 10	Acceptable Fall 09	Effective/ highly effective Sp 10	Effective/ highly effective Fall 09
Please rate the Single Subject Credential Program in terms of how it prepares candidates to be a beginning teacher	6% n=4	9% n=7	23% n=16	12% n=10	71% n=50	79% n=64

Student Teacher Feedback on Cooperating Teachers

Each year the SSCP surveys exiting student teachers, requesting feedback on   their K-12 cooperating teachers. Overall, the student teachers who returned the surveys were satisfied with the supervision they received from their K-12 cooperating teachers. Please note that the intern student teacher data is not separated out from the cooperating teacher data. This may skew the percentages because intern student teachers are the teacher of record and do not necessarily receive the same amount or type of supervision received by traditional student teacher. What is shown below is a summary of data collected.

Table 21

Student Teacher Feedback on Cooperating Teachers (Fall 2007& Spring 2008)

Question: Which of the following topics were addressed in your orientation:								
	No S10	No F09	Yes S10	Yes F09				
Intro to department & school personnel	19.7% n=37	11% n=13	80.3% n=151	89% n=105				
Overview of curriculum	13.8%	8.5% n=11	86.2% n=162	90.7% n=107				

Question: Which of the following topics were addressed in your orientation:								
	n=26							
Overview of classroom management	15.7% n=29	8.5% n=10	84.3% n=152	91.5% n=108				
Overview of grading policies	17.3% n=32	11.1% n=13	82.7% n=153	88.9% n=104				
Overview of school policies	21.6% n=40	12.1% n=14	78.4% n=145	87.9% n=102				

Question: During the first 15 weeks my cooperating teacher observed me:									
Less than bi-wkly S10	Less than bi-wkly F09	1-hr every other wk S10	1-hr every other wk F09	1-2 hrs per wk S10	1-2 hrs per wk F09	3-4 hrs per wk S10	3-4 hrs per wk F09	Daily S10	Daily F09
2.7% n=5	5.1% n=6	5.9% n=11	3.4% n=4	8% n=15	9.3% n=11	15% n=28	7.6% n=9	68.4% n=128	74.6% n=88

Question: On average, my cooperating teacher conferred with me:									
Less than bi-wkly S10	Less than bi-wkly F09	1-hr every other wk S10	1-hr every other wk F09	1-2 hrs per wk S10	1-2 hrs per wk F09	3-4 hrs per wk S10	3-4 hrs per wk F09	Daily S10	Daily F09
7.1% n=13	4.3% n=5	6% n=11	5.2% n=5	16.3% n=30	13% n=15	9.8% n=18	12/2% n=14	60.9% n=112	65.2% n=75

Question: My cooperating teacher's oral and written feedback was:									
Very Poor S10	Very Poor F09	Unsatisfactory S10	Unsatisfactory F09	Satisfactory S10	Satisfactory F09	Useful S10	Useful F09	Highly useful S10	Highly useful F09
2.1% n=4	2.5% n=3	6.4% n=12	4.2% n=5	11.2% n=21	13.6% n=15	18.1% n=34	10.2% n=12	62.2% n=117	69.5% n=82

Question: Overall, supervision and feedback from my cooperating teacher was:									
Very poor S10	Very poor F09	Unsatisfactory S10	Unsatisfactory F09	Satisfactory S10	Satisfactory F09	Useful S10	Useful F09	Highly useful S10	Highly useful F09
3.8% n=7	3.4% n=4	3.8% n=7	3.4% n=4	9.7% n=18	13.7% n=16	15.6% n=29	10.3% n=12	67.2% n=125	69.2% n=81

Student Teacher Feedback on University Supervisors

Each year the SSCP surveys our exiting student teachers, requesting feedback on their University Supervisors. Overall, the student teachers who returned the surveys were satisfied with the supervision they received from their University Supervisors. What is shown below is a summary of data collected.

Table 22

Student Teacher Feedback on University Supervisors (Fall 2009 & Spring 20010)

Question: Supervisor explained program expectations:									
Never S10	Never F09	Within 4 wks S10	Within 4 wks F09	Within 3 wks S10	Within 3 wks F09	Within 2 wks S10	Within 2 wks F09	Within 1 wk S10	Within 1 wk F09
4.9% n=7	5.4% n=5	2.1% n=3		4.2% n=6	2.2% n=2	15.3% n=22	13% n=12	73.6% n=106	79.3% n=73

Question: Supervisor observed me teaching:									
3 or fewer times S10	3 or fewer times F09	4 times S10	4 times F09	5 times S10	5 times F09	6 times S10	6 times F09	More than 6 times S10	More than 6 times F09
6.2% n=9	4.3% n=4	14.4% n=21	5.4% n=5	20.5% n=30	26.1% n=24	44.5% n=65	50% n=46	14.4% n=21	14.1% n=13

Question: Supervisor conferred with me:									
Never S10	Never F09	1-2 times S10	1–2 times F09	Less than half the time S10	Less than half the time F09	After half or more observations S10	After half or more observations F09	After every observation S10	After every observation F09
		2.1% n=3	3.3% n=3	0.7% n=14	4% n=4	10.3% n=14	5.6% n=5	87% n=127	86.7% n=78

Question: Supervisor's oral and written feedback:									
Did not occur S10	Did not occur F09	Unsatis factory S10	Unsatis factory F09	Satisfactory S10	Satisfact ory F09	Useful S10	Useful F09	Highly useful S10	Highly useful F09
0.7% n=1		3.4% n=5	5.4% n=5	12.3% n=18	7.6% n=7	32.2% n=47	29.3% n=27	51.4% n=75	57.6% n=53

Question: 3-way conference with my supervisor and cooperating teacher:									
Never S10	Never F09	Once S10	Once F09	2-3 times S10	2–3 times F09	4 times S10	4 times F09	More than 4 times S10	More than 4 times F09
14.7% n=21	5.5% n=5	15.4% n=22	22% n=20	44.1% n=63	39.6% n=36	9.1% n=13	11% n=10	16.8% n=24	22% n=20

Question: Overall supervision of my student teaching semester was:									
Very poor Sp 10	Very poor F09	Unsatis factory S10	Unsatis factory F09	Satisfactory S10	Satisfact ory Fall 09	Useful S10	Useful F09	Highly useful S10	Highly useful F09
1.4% n=2	1.1% n=1	3.4% n=5	5.4% n=5	13% n=19	10.9% n=10	36.3% n=53	29.3% n=27	45.9% n=67	53.3% n=49

2010-11 Program Effectiveness Data

2010-11 program effectiveness data in the form of CSU survey results were available too late in fall 2011 for analysis and inclusion in the report. Program faculty will review this data in spring 2012.

PART III – Analyses and Discussion of Candidate and Program Data

Data Discussion for SLO #1 (EDSS 450)

Data and overall scores reported for fall 2009 had a very low average.   This was the first semester of faculty furloughs. The Committee believes the reduced class time and faculty availability affected student learning as seen in these scores. Spring 2010, the second semester of furloughs, continued to exhibit low scores although slightly higher than the fall semester. Non-submissions continue to be a concern. These non-submission numbers seem to be higher than other courses. Faculty must reconsider grading policies as it appears students are able to pass the class without submitting this assignment. During the academic year 2010-11, 180 of 184 candidates scored a 3 or 4 on this signature assignment with criteria means highest on criterion 1 (standards/objectives) and criterion 6 (pacing). Overall, SLO 1 ranked second (with SLO 3) in terms of successful completion by candidates.

The Cooperating Teachers' Evaluations of Student Teachers for the academic year 2009-2010 indicated that professional practitioners consider CSULB teacher candidates to be quite proficient at planning and delivering instruction. The CSU Exit Survey also identified student teachers' perceived strengths relating to SLO 1 as their ability to prepare lesson plans. However, weaknesses included designing and adapting lessons for special needs and EL students. SSCP faculty currently teaching program courses continue to attend semester long workshops provided through the Secondary Teacher Education English Learner Integration (STEELI) Grant which address best practice for EL students and include 15 hours of observation in LBUSD EL classrooms. Faculty continue to rate these workshops positively.

Non-submission of Signature Assignments is higher in EDSS 450 than other courses. Data discussions among single subject program coordinators included the need to investigate non-submission of Signature Assignments and the percentage of the course grade this assignment is given by each instructor.   In addition, EDSS 450 instructors calibrated on the scoring rubric on November 16, 2011 and identified some discontinuities between the signature assignment, the scoring rubric, and classroom practice. Changes will be made to minimize these issues.

Data Discussion for SLO 2: Assessing student learning. (EDSS 473)

In EDSS 473, candidates must complete a pre/post-test signature assignment as well as CalTPAs 3 (assessing learning) and 4 (ability to reflect on teaching).

- During the fall semester 2009, 86% of CSULB candidates (n=42) received passing scores on CalTPA 3 (n=42).

- During the spring semester 2010, only 77% of candidates (n=72) received a passing score.

- The spring 2010 resubmission course for CalTPA 3 resulted in an 83% pass rate (n=6).

- The summer 2010 resubmission course resulted in a 96% pass rate (n=25).

- In the fall semester 2009, 96% of CSULB candidates (43) received a passing score on CalTPA 4.

- In the spring semester 2010, 89% of CSULB candidates (n=82) received passing scores on CalTPA 4.

- The spring 2010 resubmission course for CalTPA 4 resulted in an 83% pass rate (n=6).

- The summer 2010 resubmission course resulted in an 86% pass rate (n=14). The lower pass rate for CalTPA 3 concerned the SSCP coordinators. Since EDSS 473 requires the completion of 2 CalTPAs, the SSCP coordinators committee suggested we change the "due dates" allowing candidates more time to focus on each TPA.

- Faculty will revisit class lectures/activities which address assessment.

During the academic year 2010-11, 311 candidates submitted the EDSS 473 signature assignment with 300 candidates receiving scores of 3 or 4. The mean for criterion 1 (In-depth analysis of data) was 3.38 and the mean for criterion 2 (Analysis and action plan) was 3.42. Because EDSS 473, Student Teaching Seminar, is a significant portion of the program culminating experience, SSCP coordinators spent time in discussion of spring 2011 data:

- Students seem to do well on the EDSS 473 Signature Assignment as observed by the data being skewed to the right on the Bell Curve.

- Although the signature assignment is partially aligned with TPA Task 3, we have found when students complete the signature assignment before the TPA students generally do not do well on the TPA.

- Students need to realize the TPA is significantly more detailed than the signature assignment.

- Analyzing the 473 signature assignment data over time it appears that students are doing well if a "3" meets expectations and a "4" exceeds expectations.

- Percentages would be more useful for data discussion and will be included next semester.

- The semesters with the lower scores and non-submission may have been more prevalent with the furloughs since there was less instructional time.

- During the fall semester 2010, more students were "high stakes" TPA submitters making more data available for comparison on both assignments.

- Many instructors and coordinators have questioned the need for the signature assignment in EDSS 473 as students are overwhelmed with 2 TPA Tasks, student teaching, and the seminar course itself. However, signature assignments are a required part of the college assessment program and required for our accreditation.

- EDSS 473 faculty met on December 1, 2011 to discuss calibration of signature assignment scores and for possible assignment modifications. Recommendations were made to further refine the scoring rubric and adjust the assignment to better prepare students for the CalPTA Task 3.

SLO #3 EDSS 457

In the fall 2009, while reviewing the data from SLO 3, a concern was expressed about the number of students who did not submit a portion of their signature assignments.   The number of non-submitters was highest for criterion 1 and it equaled the number of students who did not receive a passing score on

the overall assignment. It was suggested that we work with the EDSE 457 instructors to place an emphasis on instructions for the assignment and perhaps configure the submission electronically in such a way that students cannot leave a section blank.

Data from the 2010-11 academic year shows significant gains in candidates overall ability in this SLO. Three hundred and 10 candidates (98.38%) received scores of 3 or 4. Criteria 1 (Completeness of lesson plan) and 2 (Student learning objectives) had the highest means, 3.84 and 3.88 respectively. Criterion 3 (Rational for adaptations) had the lowest (3.49).

The SSCP has been aggressive in addressing concerns of graduates regarding the need for a better understanding of ELs and special needs students. The Secondary Teacher Education English Learner Integration (STEELI) Grant (2007-2011) awarded to the College of Education to better increase faculty awareness of EL teaching strategies and address the CTEL Standards in professional coursework was attended by the majority of SSCP instructors. During the spring 2011, SSCP faculty and program coordinators completed a series of professional development days to enhance instruction in the education of special needs students. CSULB special education faculty provided seminars addressing a variety of disabilities, community/school resources, and successful lesson adaption strategies. SSCP faculty reviewed and selected several texts and learning modules from the online IRIS Center to enhance learning in professional preparation courses.

Candidates revealed in the CSU Survey of Graduates in their First Year of Teaching a significant lack of knowledge about resources in the school & community for at-risk students/families (55%, 07-08; 56%, 08-09). Employers also identified candidate knowledge of school and community resources for at-risk students/families as a program weakness (55%, 07-08; 56%, 08-09) In this same survey, candidates initially acknowledged less than adequate abilities to organize and manage student behavior and discipline satisfactorily (61%, 07-08); however, candidates displayed a significant increase in confidence in 2008-09 (73%). Items are being added to certain fieldwork assignments, along with content in the Professional Development Day in which all SSCP Student Teachers participate, to address these concerns.

Data Discussion for SLO# 4 (EDSE 436)

This SLO is assessed through the signature assignment in EDSE 436. The SSCP coordinators committee looked at the data from Fall 2008 to Spring 2011. Data for the academic year 2010-11 shows non-submissions have decreased significantly. Criterion data suggests that students continue to struggle the most with criterion 5 (Effective differentiated strategies, mean-3.25). In the CSU Exit Survey, only 72% of CSULB candidates ranked themselves well/adequately prepared to meet the instructional needs of EL students. Only 67% of the same graduates ranked themselves well/adequately prepared to meet the instructional needs of special needs students. While the CSU Center for Teacher Quality data completed by employers of CSU graduates rank first year teaching graduates as well/adequately prepared in subject matter (91%), the same survey suggests continuing concerns regarding the ability of first year teachers to meet the needs of EL (72%) and special needs (62%) students. Better preparing candidates to teach EL and special needs students continues to receive high priority among program faculty. The need for faculty workshops to continue in these areas is immense.   CSULB is embarking on implementation of co-teaching strategies for its SSCP candidates. Co-teaching will allow for greater differentiation of instructional approaches and better attention to individual student needs.

Data Discussion for SLO# 5 (EDSE 435)

This SLO is assessed through the signature assignment (Demographic Paper). Data from the 2010-11 academic year show 310 candidates submitted the assignment with 96.58% receiving scores of 3 or 4. Criterion 3 (Analysis/Discussion) had the lowest mean. The SSCP coordinators committee recognized that assessment data from several signature assignments and TPAs suggest analysis, discussion, and reflection need continued attention in professional coursework. CSULB is piloting changes in one section of EDSE 435 for Spring 2012 by teaching it on a local high school campus. Fieldwork will be more concentrated and more meaningful as a result. Shared experiences should allow the student cohort to engage in deeper reflection and analysis about what they see and do in classrooms.

Data Discussion for SLO #6 (ED 300)

Twenty-one non-submissions (2009-10) occurred for this signature assignment which is completed in EDSS 300, the SSCP entry level course. Faculty determined that some students turn in a hard copy of the assignment while many do not subscribe to and submit on Taskstream because of the costs involved with EDSS 300 (fingerprinting; Certificate of Clearance; CBEST, CSET, etc); therefore, they receive a score for their course grade but they count as a non-submission in the college data. Because this data is made available to both NCATE and the CTC in our accreditation process and also submitted to the college in our yearly report, we must encourage candidates to submit work on Taskstream.

Data for the academic year 2010-11 show 430 potential candidates submitted the assignment with 88.6% scoring 3 or 4 and 45 scoring 2. Taskstream data shows 2 candidates scoring 0.

Despite the use of rubrics, grading parameters for signature assignments vary among faculty. The SSCP has begun bringing faculty from specific courses together to calibrate the grading/scoring process and discuss the percentage of the grade the signature assignment occupies.

FALL 2010 CalTPA Data Discussions

Task 1:

- Committee was pleased to note the non-submission rate for Task 1 has decreased. Only 9 students did not submit.

Task 2:

- 11 non-submissions which is lower than in past semesters but still needs to be addressed.

- The pass rate on CalTPA Task 2 is the lowest. The following reasons were discussed: some students may take EDSE 436 before EDSS 450 (Task 1) so Task 2 is their first TPA.

Task 3 and 4:

- 13 non-submissions.

Because TPA tasks 3 and 4 are both submitted during student teaching, many student teachers made a conscious choice not to submit their TPA's because they were overwhelmed. Some students submitted one TPA but not the other.

- We need to encourage our students to submit their TPA during student teaching rather than take the resubmission course later.

- If students take the resubmission course they may not have access to student work or a class to video tape and submit to complete the tasks.

Resubmission Course:

- Candidates completing the resubmission course in spring 2010 (2/17 non-passing scores) had better success

- Candidates completing in summer 2010 had somewhat less success (5/19, non-passing scores).

- We will continue to monitor these areas carefully during the fall semester 2010 and work with EDSS 473 faculty to calibrate scoring of the signature assignment and the grade percentage the assignment receives in the class..

FALL 2011 CalTPA Data Discussion

- Data shows student scores are improving and more students seem to be submitting on time.

- Students continue to do well on tasks 1 and 4 and not as well on tasks 2 and 3.

- Task 2 continues to have a high number of non-submissions. Discussion has begun about moving task 2 from EDSE 436 to EDSE 457. The EDSE 457 course may be a better course to support the completion of task 2 since it has a larger English Language Learner component.

- Faculty report it is difficult to evaluate a task that is outside your subject area since you are not familiar with the content and the teaching practices.

- The pass rate on Task 4 shows that students are improving in their teaching reflections, a component with which students have struggled. All students across the program struggle with assessment and differentiation.

- Students seem to struggle with Tasks 3 and 4 perhaps because they are due simultaneously while the student must meet the responsibilities and obligations of student teaching.

- Task 3 (Assessing Learning) had the highest failure rate (23%, spring 2010) perhaps due to furloughs. It appears data analysis is problematic for candidates. SSCP coordinators questioned how/when candidates are prepared for this task. No specific course introduces data analysis. Discussing this procedure in EDSS 473 when candidates must analyze the effects of pre/post tests and complete CalTPA 3 is too late. Students are overwhelmed with the demands of student teaching, the signature assignment, and 2 CalTPAs in EDSS 473. It was suggested that we look carefully at all signature assignments to review how they are tied to course grade, calibrate scoring among instructors, and to ensure the assignments continue to be a meaningful.

- Non-submissions: Student non-submitters for each of the 4 tasks were not necessarily the same students.

- Resubmission course:

- We continue to encourage candidates to complete the TPA workshops provided each semester by SSCP faculty.

Part IV – Use of Assessment Results to Improve Candidate and Program Performance

The SSCP Coordinators Committee relies on a significant amount of valuable data to inform candidate performance both throughout the program and after the granting of credentials. Overall, faculty are

pleased with this data delineating candidate performance.   Recognizing that the ability of SSCP candidates to meet all program expectations is tantamount to program success, an Action Plan   is outlined in the following table. Funding for ongoing faculty professional development comes from several grants awarded in Summer 2011, and potentially from a grant proposal submitted in Fall 2011. Development of pilot teacher preparation program through a Linked Learning lens and implementation of co-teaching strategies for clinical practice promise to deepen candidates' abilities to differentiate instruction and reflect on instructional results.

Data Source	Plan of Action or Proposed Changes Made	Who	When	Applicable Program or Common Standard(s)
CalTPAs 3 and 4	Separate due dates by one week.	SSCP University Coordinator	Done	Program Standards 4, 6, 9, 10, 12, 13, 16, 17, 18
	Continued monitoring of non-submission data.	Program Coordinators	Ongoing	
Exit Survey; 1 yr out Survey; mentor teachers	Faculty workshops to enhance EL and special needs classroom instruction	CED – Steeli Grant	Done 2008-20011	Program Standards 5, 9, 10, 12, 13
	Special Needs workshops		Done Spring 2011	
	Continued support for students at Professional Development Days	SSCP University Coordinator	Fall, Spring semesters each year	
	Continued support for faculty as needed	SSCP University Coordinator	Ongoing	
Signature Assignments	Faculty need to be calibrated; agree on % of grade each assignment will receive.	SSCP University Coordinator; faculty teaching courses w/ SA	Beginning Fall 2011	SLOs

Program Standards 3-14 |
| CalTPAs; Signature Assignment EDSS 473; Assessment, Reflection | Faculty need to place more emphasis on assessment and reflection throughout professional coursework. | SSCP University Coordinator; individual program coordinators; faculty | TBD

Applied for professional development funding in Fall 2011 | Signature Assignments (SLOs/TPA 3)

Program Standards 3, 4, 5, 6, 9, 12, 13, 14 |

Commission on Teacher Credentialing
Biennial Report
(For Institutions in the Red, Green, and Indigo Cohort Due Summer/Fall 2011)

Academic Years 2009-10 and 2010-11

Institution	**California State University, Long Beach**
Date report is submitted	**Fall 2011**
Program documented in this report	**Speech-Language Pathology Services Credential Program**
Name of Program	**Speech-Language Pathology Services Credential**
Credential awarded	**Speech-Language Pathology Services**

Is this program offered at more than one site? No	
If yes, list all sites at which the program is offered	
Program Contact	**Michelle Powers-Lundvall**
Phone #	**562-985-1494**
E-Mail	**mpowersl@csulb.edu**
If the preparer of this report is different than the Program Contact, please note contact information for that person below:	
Name:	
Phone #	
E-mail	

SECTION A – CREDENTIAL PROGRAM SPECIFIC INFORMATION

PART I – Contextual Information

The Communicative Disorders (CD) Department at California State University Long Beach has prepared candidates for entry into the profession of speech-language pathology on a continuous basis since 1954. The Department has achieved national accreditation by the American Speech-Language-Hearing Association (ASHA) and its Speech-Language Pathology Services Credential (SLPSC) Program is approved by the State of California Commission on Teacher Credentialing (CTC) to prepare and recommend candidates for the SLPSC. Therefore, students graduating form the Master's Program meet all the academic and clinical practicum requirements for Clinical Certification by ASHA, licensing by the State of California and are eligible for the Speech-Language Pathology Services Credential issued by the State of California Commission on Teacher Credentialing. The Department currently offers two options for completing the Speech-Language Pathology Services Credential:

1) The Traditional Master of Arts Program that regularly enrolls more than 90% of graduate students

2) The Special Cohort Master of Arts Program enrolls all graduate students as a program requirement (for Special Cohort M.A. the CD 670 Externship is not available as an option (i.e., the externship in a medical setting)

The CD Department's SLPSC Program served sixty-four (64) candidates in AY 2009-2010, AY 2010-2011 and Summer 2011, nonetheless, this report will include data on the thirty-four (34) program completers for AY 2009-2010 and AY 2010-2011 in the Traditional Master of Arts program. Data on the Summer Cohort 2009 will be included as detailed below (See "Note"). Of the thirty-four (34) SLPSC program completers included in this report thirty-three (33) were female, one (1) was male, twenty (21) were White, five (5) were Latina, seven (7) were Asian-American, and one (1) was Arab-American.

The major goal of our graduate program is to prepare students to be fully qualified professional speech-language pathologists. We provide the student with advanced knowledge and the subsequent application of that knowledge to the clinical assessment and treatment of communicative disorders including child language disorders, neurological language disorders, stuttering, motor speech disorders, dysphagia, hearing disorders of infants, children, and adults, voice disorders, articulation/phonological disorders and autism spectrum disorders. The Department is proud of its long history of academic teaching, clinical teaching, service to the community, research, and state and national leadership.

Tables 1-5 provide an overview of the program's student learning outcomes, as well as general trends in program enrollment and completion.

[Note: Due to unintended miscommunication with the CSULB Assessment Office, the data for the Special Cohort was not included in this report. Nevertheless, the SLPSC has collected a full set of data from the thirty (30) Summer 2009 Special Cohort MA completers and will be included in the AY 2010-2011 report].

Table 1

Program Student Learning Outcomes and Relevant Standards

	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
SLOs	Candidates can implement accurate and appropriate listening and oral communication skills with clients, client's families, clinical supervisors, and with the use of interpreters.	Candidates can write professional clinical reports, research papers, and documentation using organized structure and accurate content.	Candidates can effectively counsel clients with different backgrounds and needs demonstrating respect, privacy, and the client's best interests.	Candidates can administer and interpret appropriate measures to diagnose communication disorders.	Candidates can write and implement clear and effective intervention plans, with measurable and achievable goals.
Signature Assignment(s)	CSULB SMAKS: Skills Outcome (Evaluation by Faculty) Evaluation Record (by Master Clinician) Comprehensive Exam or Grad Research Project OR Thesis, Praxis Exam in SLP	Clinical Diagnostic Report, CSULB SMAKS: Skills Outcome (Evaluation by Faculty) Evaluation Record (by Master Clinician) Comprehensive Exam or Grad Research Project OR Thesis, Praxis Exam in SLP	CSULB SMAKS: Skills Outcome (Evaluation by Faculty) Evaluation Record (by Master Clinician) Comprehensive Exam or Grad Research Project OR Thesis, Praxis Exam in SLP	Clinical Diagnostic Report, CSULB SMAKS: Skills Outcome (Evaluation by Faculty) Evaluation Record (by Master Clinician) Comprehensive Exam or Grad Research Project OR Thesis, Praxis Exam in SLP	Clinical Diagnostic Report, CSULB SMAKS: Skills Outcome (Evaluation by Faculty) Evaluation Record (by Master Clinician) Comprehensive Exam or Grad Research Project OR Thesis, Praxis Exam in SLP
National Standards	Standard IV-B	IV-B	IV-G	IV-G	IV-G
State Standards	Standards 20, 21 and 24	Standards 19, 23, and 24	Standards 19-21 & 24	Standards 18-23	Standards 18-24
Conceptual Framework	Promotes growth, Service and collaboration; Values diversity	Research and evaluation; Prepares leaders	Values diversity; Promotes growth	Promotes growth; Research and evaluation; School improvement	School improvement; Promotes growth, Research and evaluation
NCATE Elements	Knowledge and skills – Other, Professional dispositions	Knowledge and skills - Other	Professional dispositions, knowledge and skills, other	Knowledge and skills - Other	Student learning - Other

Table 2

Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)

	Transition Point 1 Admission to Program					
	2009-2010			2010-2011		
	Applied	Accepted	Matriculated	Applied	Accepted	Matriculated
TOTAL	201	42	21	209	30	16

Table 3

Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)[1]

	Transition Point 2 Advancement to Culminating Experience	
	2009-2010	2010-2011
Project (695)[2]	9	23
Thesis (698)	1	0
Comps	1	0

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[1] Data are reported Summer term through Spring term (e.g., Summer 2009-Spring 2010 for the 2009-10 academic year.)

[2] This is data on students who were conducting culminating projects during Fall 2009 and Spring 2010. This figure may include students who actually "crossed into" this transition point prior to Fall 2009 and were still making progress on their theses at this time.

Table 4

Program Specific Candidate Information, 2009-2011 (snapshots taken Fall 2009 and Fall 2010)

	Transition Point 3 Exit	
	2009-2010	**2010-2011**
Degree	12	25
Credential[3]	12	23

Table 5

Faculty Profile 2009-2011[4]

Status	2009-2010	2010-2011
Full-time TT/Lecturer	8	8
Part-time Lecturer	12	19
Total:	20	27

Academic Years 2009-10 and AY 2010-11

Significant Changes Since CTC Biennial Report AY 2007-08 and AY 2008-09

	❖ In Spring 2010: Changed candidate application process for graduate MA Traditional and Special Cohort Programs to include a live interview (i.e., in-person, Skype) to select final pool of candidates for both Traditional and Special Cohort M.A. programs.
	❖ In August 2010, the Department's Transition Plan to the new SLP Services Credential Standards was accepted by the CTC. Subsequent program changes will be reflected in next reporting cycle to include new coursework for Fall 2010 (i.e., CD 575: *Educational Topics for Speech-Language Pathologists* to replace EDSP 564) and Spring 2011 (i.e., CD 661: *Traumatic Brain Injury Across the Lifespan* to replace CD 669G: Clinical Practice in Aural Rehabilitation)
	❖ In Fall 2010: Admitted twenty-four (24) students to the MA Special Cohort Program. Program exclusively serves the public schools.

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[3] Data for Initial and Advanced Credential Programs reflects students who have filed for their credential with the Credential Office. These data generally include students who have completed the program one or more years prior to filing their credential request, particularly related to the advanced credential programs. Data are reported for Summer 2009 through Spring 2011.

[4] Figures include headcounts of individual faculty who taught in the program during the academic year. Faculty who teach in multiple programs are counted in each.

	❖ In Fall 2010: Added seven (7) Part-Time faculty to teach in Traditional and Special Cohort MA Program, three at Ph.D. level.
	❖ In Fall 2010: First reporting of candidate's longitudinal data for signature assignment "Clinical Diagnostic Report" for SLO 2:Written Language collected in initial then final clinic.
	❖ In Fall 2010: Tightened standards for CD 695 Graduate Projects to reflect greater research base and eliminated shared projects option in Fall 2010.
	❖ Beginning in Fall 2010: Improved the *Student Survey of Field Placement Experience* by eliminating redundant questions and adding question about candidate feedback.
	❖ Beginning Fall 2010, Clinic Director mentored Part-Time faculty serving as Clinical Supervisors on grading of CSULB: SMAKS and on CD Department rubric for Clinical Diagnostic Report for SLO #2 in Written Language; Full–time faculty engaged in clinical supervision participated in training on clinic-wide rubric scoring on clinical signature assignment and collection of exemplars of student work.
	❖ In Spring 2011: Two Faculty Promotions: Full-Time Lecturer to Tenure-Track Assistant Professor and Associate Professor to Full Professor
	❖ In Spring 2011: Wrote and implemented a "Candidate-at-Risk" protocol to identify and expediently intervene with candidates with marginal academic skills in graduate seminars. (Outgrowth of last year's successful "Candidate-at-Risk" in clinical skills protocol
	❖ Online surveys: *CSULB/CD Department Alumnae Survey* and the *Employer Satisfaction Survey* available on Survey Monkey beginning with Fall 2010 completers in Spring 2011.
	❖ Beginning Spring 2011, Faculty Annual Retreat in Spring Semester now includes discussion of formal assessment report for candidate performance improvement and program effectiveness.
	❖ In Summer 2011: Graduated twenty-one (21) MA Special Cohort students, all of which were SLPSC program completers. (Full data set collected and to be reported next cycle)
	❖ Beginning Summer 2011: Developed a graduate manual for SLPSC Program candidates for *CD 686A: Advanced Studies for Communication Handicapped* to provide guidelines relative to roles and responsibilities of student interns in the schools, important timelines, the closeout paperwork, all required forms, and ASHA policy documents related to roles of SLPs in the schools.

PART II – Candidate Assessment/Performance and Program Effectiveness Information

Table 6

Program Student Learning Outcomes, Signature Assignments & Descriptions

Student Learning Outcomes	Signature Assignment(s)	Description of Assignment
SLO 1: Implement accurate and appropriate listening and oral communication skills with clients, client's families, clinical supervisors, and with the use of interpreters.	• CD 669A-L: CSULB-SMAKS: Skills Outcome (Evaluation by Faculty) • CD 686A: SMAKS Evaluation Record (by Master Clinician) • CD 695 or 698: Graduate Research Project, Comprehensive Exam OR Thesis • Praxis Exam in SLP	• Core comprehensive performance assessment in the program • Comprehensive performance assessment by Master Clinician • One of the three options required to complete the M.A. program • National ETS Examination required by CTC, ASHA and State Licensing Board
SLO 2: Write professional clinical reports, research papers, and documentation using organized structure and accurate content.	• CD 669A-L: CSULB-SMAKS: Skills Outcome (Evaluation by Faculty) • CD 669A-L: Clinical Diagnostic Report • CD 686A: SMAKS Evaluation Record (by Master Clinician) • CD 695 or 698: Graduate Research Project, Comprehensive Exam OR Thesis • Praxis Exam in SLP	• Core comprehensive performance assessment in the program • Defining clinical report written by candidate at conclusion of full assessment of clients • Comprehensive performance assessment by Master Clinician • One of the three options required to complete the M.A. program • National ETS Examination required by CTC, ASHA and State Licensing Board
SLO 3: Effectively counsel clients with different backgrounds and needs demonstrating respect, privacy, and the client's best interests.	• CD 669A-L: CSULB-SMAKS: Skills Outcome (Evaluation by Faculty) • CD 686A: SMAKS Evaluation Record (by Master Clinician) • CD 695 or 698 Graduate Research Project, Comprehensive Exam OR Thesis • Praxis Exam in SLP	• Core comprehensive performance assessment in the program • Comprehensive performance assessment by Master Clinician • One of the three options required to complete the M.A. program • National ETS Examination required by CTC, ASHA and State Licensing Board
SLO 4: Administer and interpret appropriate measures to diagnose communication disorders.	• CD 669A-L: CSULB-SMAKS: Skills Outcome (Evaluation by Faculty) • CD 669A-L: Clinical Diagnostic Report • CD 686A: SMAKS Evaluation Record (by Master Clinician) • CD 695 or 698: Graduate Research Project, Comprehensive Exam OR Thesis • Praxis Exam in SLP	• Core comprehensive performance assessment in the program • Defining clinical report written by candidate at conclusion of full assessment of clients • Comprehensive performance assessment by Master Clinician • One of the three options required to complete the M.A. program • National ETS Examination required by CTC, ASHA and State Licensing Board
SLO 5: Write and implement clear and effective intervention plans, with measurable and achievable goals.	• CD 669A-L: CSULB: SMAKS –Skills Outcome (Evaluation by Faculty) • CD 669A-L: Clinical Diagnostic Report • CD 686A: Evaluation Record (by Master Clinician) • CD 695 or 698 Graduate Research Project, Comprehensive Exam OR Thesis • Praxis Exam in SLP	• Core comprehensive performance assessment in the program • Defining clinical report written by candidate at conclusion of full assessment of clients • Comprehensive performance assessment by Master Clinician • One of the three options required to complete the MA program • National ETS Examination required by CTC, ASHA and State Licensing Board

Table 7

SLPSC Candidate Performance Assessments and Program Effectiveness Descriptions

Candidate Assessment		
Data Collection Instrument	**Purpose**	**When Administered**
Initial & Final Clinical Diagnostic Report (In all On-Campus Clinics) CRITERION-LEVEL DATA: FIRST TIME REPORTING	The defining clinical report written by candidate at conclusion of a comprehensive assessment of clients in each of the six clinical practica across communication disorders including phonology, child language, autism spectrum disorders, fluency, voice and motor speech disorders and linguistically different. Is collected and analyzed during the candidate's initial and final clinic and hence, is measure over duration of candidate's program (i.e., typically 3 to 4 semesters).	First Clinic and Last Clinic (Across SLPSC Program)
CD 669A-L: Self-Managed Assessment of Knowledge and Skills (CSULB-SMAKS): Skills Outcome (In all On-Campus Clinics)	The core comprehensive performance assessment of all five areas (SLOs) of clinical competency: Oral Language, Written Language, Interaction and Personal Qualities, Evaluation and Intervention. Clinical Supervisors evaluate candidates in each of the seven clinics required.	Each Semester of Clinic
CD 686A: Evaluation Record: Clinical Practicum (in the School Setting-Off-Campus)	An anchor comprehensive performance assessment in the program of the five (5) skill areas of clinical competency: Oral Language, Written Language, Interaction and Personal Qualities, Evaluation and Intervention. Master Clinician in the public school setting rates the candidate.	Semester of Internship in schools
Program Effectiveness		
Data Collection Instrument	**Purpose**	**When Administered**
Confidential Survey of Master Clinician	A survey designed to assess candidate's performance at the end point of the program	Each Semester Prior to graduation
Student Survey of Field Placement Experience	A survey designed to assess the candidate's fieldwork experiences including effectiveness of the Field Service Coordinator, and in particular, the Master Clinician. Submitted at the completion of the program.	Each Semester Prior to Graduation
Praxis Examination in Speech Language Pathology	National ETS Examination required by CTC, ASHA and State Licensing Board to determine candidate's preparedness to enter the profession.	Each Semester Prior to Graduation
CD 695 or CD 698: Comprehensive Exams or Graduate Research Project OR Thesis, respectively	One of the three options is required to complete the Master of Arts degree.	Each Semester Prior to Graduation
CSULB Alumnae Survey	A survey designed to evaluate program effectiveness by former SLPSC graduates.	End of Academic Year
CSULB Employer Survey	A survey of employers who have hired former SLPSC graduates to evaluate the SLPSC's effectiveness in preparing candidates for employment.	End of Academic Year
Candidate Evaluation of Master Clinician	A brief survey designed to assess the master Clinician's expertise at the end point of candidate's school internship	Each Semester

2009-10 Student Learning Data

Candidate Performance Data

The SLPSC Program selected the following two SLOs to review for this reporting cycle:

SLO 2: Written Language-Candidates can write professional clinical reports, research papers, and documentation using organized structure and accurate content.

SLO 5: Intervention-Candidates can write and implement clear and effective intervention plans, with measurable and achievable goals.

The SLPSC Program has chosen three comprehensive measures to assess candidate performance over the course of their graduate experience and two key measures to evaluate program effectiveness, as follows:

1) ***Initial and Final Clinical Diagnostic Report,*** which includes the client's written evaluation report and the semester intervention plan. This is a longitudinal look at the candidate's progress in writing pre-professional reports across the duration of their program. A portfolio of the candidate's initial diagnostic reports from Clinic #1 to include the initial to final draft to the candidates final clinical diagnostic report and drafts in Clinic #7. (Although an explicit measure of SLO 2, it also measures SLO 4 and SLO 5 and provides an indirect measure of SLO 1).

2) ***CSULB-SMAKS*** which examined candidate's scores on SLO 2: Written Language and SLO 5: Intervention in three of their on-campus clinical practica.

3) ***Evaluation Record: Clinical Practicum*** compared candidates' scores across all SLOs and specifically on SLO 2: Written Language and SLO 5: Intervention on their off-campus practicum assessments, the "Formative" or midterm evaluation and the "Summative" or final evaluation of the candidate's internship.

Table 8 (a)
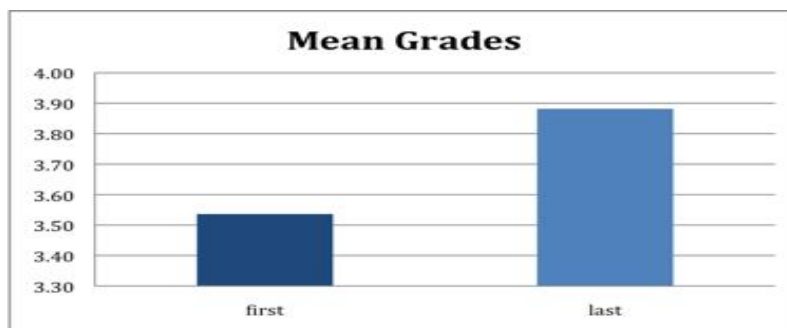*Initial and Final Clinical Diagnostic Report: Mean Grades*

Table 8 (a) above shows the mean grades for graduating students for Fall 2009-Spring 2010. **Table 8 (b) below** clearly shows that average report grades are higher at the last clinic than the first clinic report grades.

Table 8 (b)

Initial and Final Clinical Diagnostic Report: Paired Samples Test

Initial & Final Diagnostic Report: Paired Samples Test

Paired samples test was done on before and after report grade.
It was found that Final ("After") clinic grades was statistically significantly higher than first clinic ("before") grades

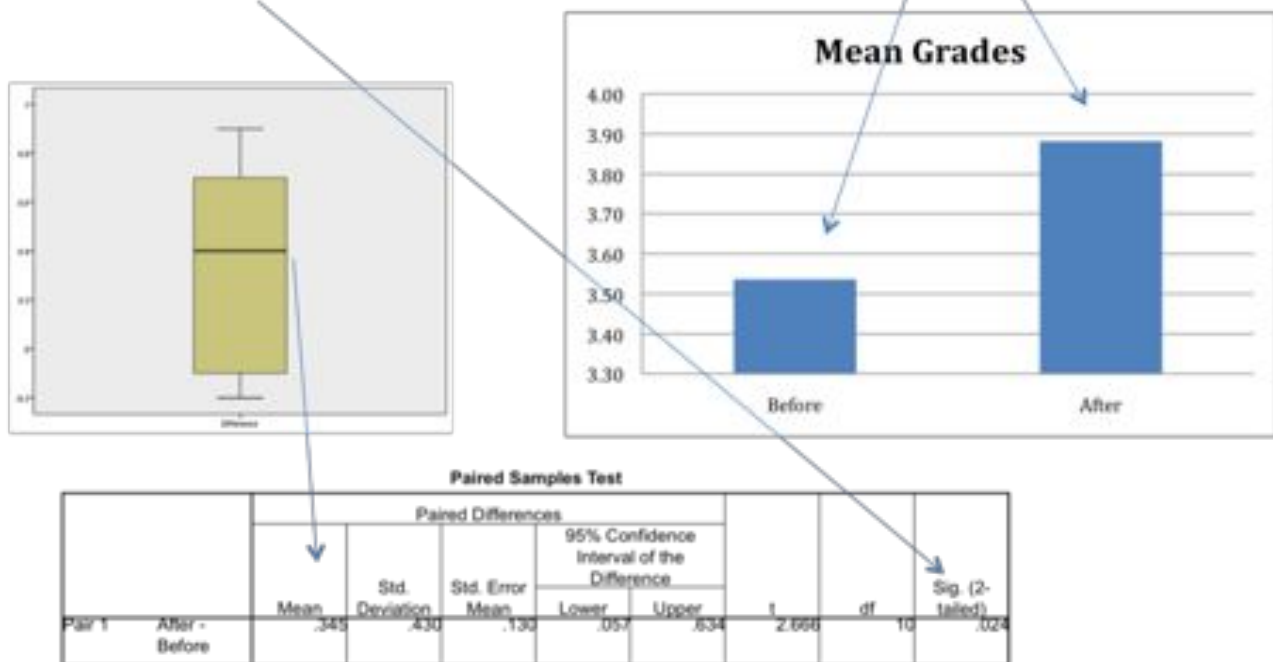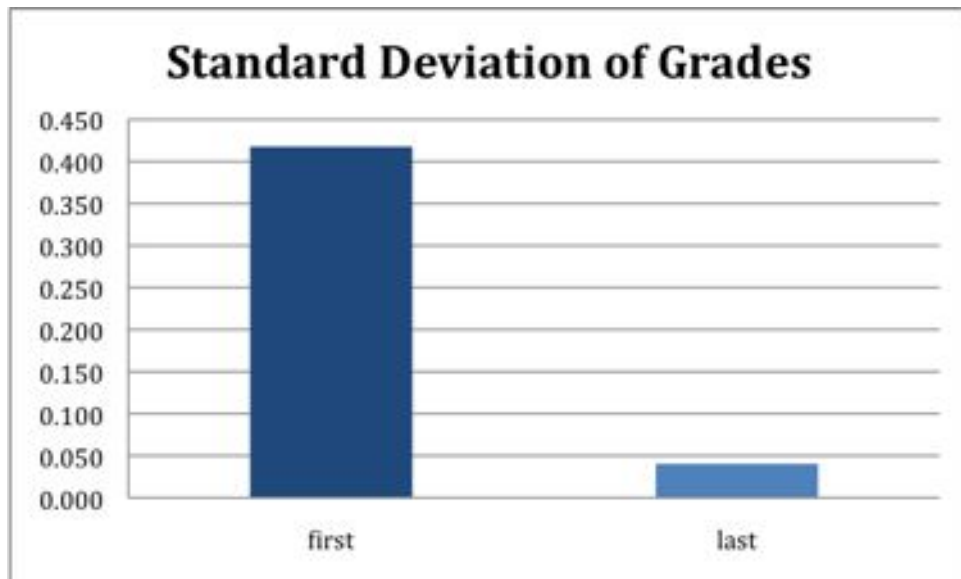Visually you can see that the mean report grades are greater in the "after".

Mean Grades

Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	After - Before	.345	.430	.130	.057	.634	2.666	10	.024

Table 8 (c)

Initial and Final Clinical Diagnostic Report: Standard Deviation of Grades

Standard deviation in **Table 8(c)** for last grades reported is significantly smaller than first grades reported. Low standard deviation shows that there is smaller variability in the last report grades than in the first report grades.

Table 8 (d)

Initial and Final Clinical Diagnostic Report: Statistics

	first	last
mean	3.54	3.88
standard Deviation	0.418	0.040
minimum	3.000	3.800
maximum	4.000	3.900

Minimum last report grade is greater than the average for the first report grades.

NOTE: Recall that the *Initial and Final Diagnostic Report* analyzed in Table 8 (a) through 8 (b) is an explicit measure of SLO 2, but also measures SLO 4 and SLO 5 and provides an Indirect measure of SLO 1.

 Candidate Performance: On-Campus Clinical Practicum Scores

Our candidates are assigned to each of the seven required on-campus graduate clinics in a random order, consequently, we have selected three clinics that represent the chronological progression for each candidate: the initial, middle and final clinic.

Two components of the candidate's performance were selected to monitor progress: a composite score representing Written Language and a composite score representing Intervention. Both scores are measured on a scale of 0 to 4.

The graphs below **(Table 9)** show the mean scores of all candidate program completers over two (2) semesters (i.e. Fall 2009-Spring 2010) for SLO 2: the Written component and SLO 5: the Intervention component of the three clinics selected. Both components improved over the course of the graduate program.

Table 9

Candidate Performance

In addition, the variability in student scores was lower at the end of the program than half way through, as measured by the standard deviation in scores. This indicates that scores were more consistently high among all students by the end of the program. This was true for both performance components (Written Language and Intervention). The standard deviation, along with the mean and other statistical summaries for the three clinics chosen are shown in **Table 10:**

Table 10

SLO 2: Written Language and SLO 5: Intervention Scores

Descriptives	SLO 2: Written Language			SLO 5: Intervention		
	Clinic1	Clinic2	Clinic3	Clinic1	Clinic2	Clinic3
Mean	3.60	3.81	3.98	3.65	3.91	3.96
Median	3.67	3.80	4.00	3.90	3.98	4.00
Standard Deviation	0.36	0.19	0.06	0.48	0.12	0.09
Minimum	3.00	3.50	3.80	2.50	3.60	3.75
Maximum	4.00	4.00	4.00	4.00	4.00	4.00
Count	11.00	11.00	11.00	11.00	11.00	11.00

Candidate Performance: Off-Campus (In the School Setting) Practicum Scores

Our candidates are also given two practicum evaluations (i.e., Formative and Summative) by their Master Clinicians in the school setting over the course of their training. The first evaluation is given halfway through the program and a second evaluation is given at the end. These evaluations are written in the form of a categorical assessment of the candidates work capabilities (i.e., Independent, Adequate with Support, Emerging, Minimal/Not Begun). The categories are then assigned a numerical value such that:

4.0 = Independent

3.0 = Adequate with Support

2.0 = Emerging

1.0 = Minimal/Not Begun

Table 10 confirms that on average, we observed an increase in Practicum scores from the first practicum evaluation to the second, indicating achieved candidate progress. This increase is seen in the following bar graph. In addition, the standard deviation of Practicum scores across all graduating candidates was lower for the second Practicum, indicating less variation (more consistency) in the scores of all candidates by the time of graduation. The standard deviation, along with the mean and other statistical summaries for both practicum scores are shown in **Table 11 below:**

Table 11

Practicum Candidate Progress on SLO 2 Written Language and SLO 5: Intervention
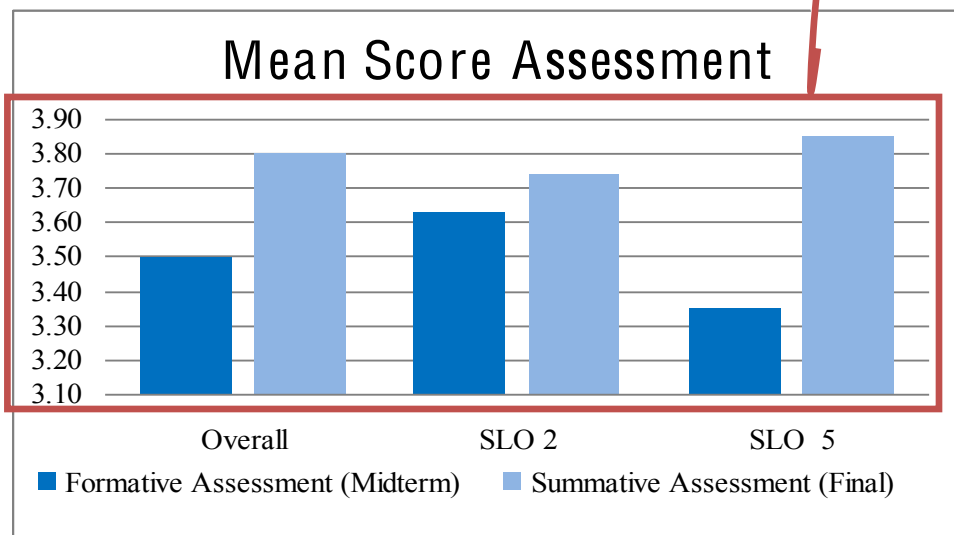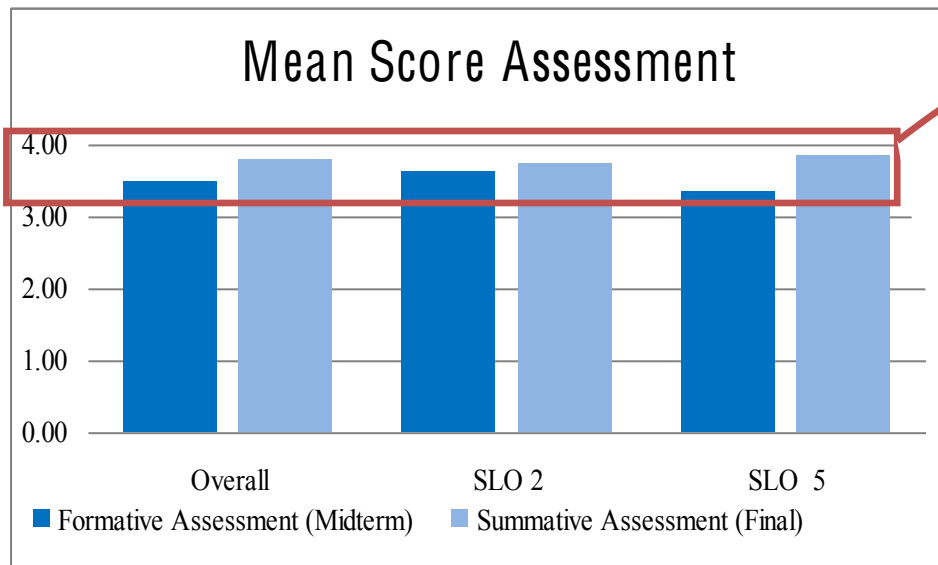

Table 12 below provides the overall summary statistics for candidate's progress at the midterm and final evaluation points. Scores were more consistently high at the end of the program than midway for overall scores across the five (5) SLOs and for the two (3) SLOs analyzed for this report indicating development during the semester.

Candidate Performance: Off-Campus Clinical Practicum (Continued)

Table 12

Candidate Progress Data-Evaluation Record: Clinical Practicum

Descriptives	Off-Campus Evaluation Record: Clinical Practicum					
	Formative Assessment (Midterm)	Summative Assessment (Final)	Formative Assessment (Midterm) SLO 2	Formative Assessment (Midterm) SLO 5	Summative Assessment (Final) SLO 2	Summative Assessment (Final) SLO 5
Mean	3.50	3.80	3.63	3.35	3.74	3.85
Median	3.67	3.92	4.00	3.43	4.00	4.00
Standard Deviation	0.53	0.32	0.56	0.61	0.40	0.30
Minimum	2.50	3.00	2.67	2.00	3.00	3.00
Maximum	4.00	4.00	4.00	4.00	4.00	4.00
Count	11.00	11.00	9.00	11.00	11.00	11.00

.

Table 13 below represents a sample of comments written voluntarily by Master Clinicians for five (5) candidates on their Final (Summative) Clinical Practicum in the public schools:

Table 13

Sample of Comments by Master Clinicians on Candidate's Summative Clinical Practicum

Candidate	Comments
1.	[name] is outstanding in her ability to adjust therapy based on her observations. Her ideas have been very helpful when brainstorming interventions.
2.	[name] is very thorough when sharing information with parents (i.e., progress reports and assessments). She takes the time to gather data, make observations, and interview teachers and shares all of this information with parents. Her reports and comprehensive and well written.
3.	[name] communicates effectively with both students and adults. She explains information to students in a manner that they can understand. She successfully adjusts her verbal instructions to ensure that all students understand. She has developed lessons that are appropriate for students and connects lessons to the school curriculum ad life situations.
4.	[name] has demonstrated increased independence in collecting patient history and has had the opportunity to make appropriate referrals to an ENT, neurologist, and clinical psychologist. [name] has excellent critical thinking skills.
5.	[name's] oral language is superb with the students, staff and parents. She is very professional and she is able to adjust her conversation so that it is appropriate for the audience. She can also independently write an intervention report. The information is well organized and she has demonstrated the ability to synthesize information into an accurate summary.

Candidate Performance: Comparison of On-campus & Off-Campus Clinical Practicum Ratings on SLO 2 and SLO 5

Again this reporting cycle, our program decided to run data on the possible differences between how our CD Department clinical supervisors rated our candidates across three clinics on the signature assignment for SLO 2: Written Language and SLO 5: Intervention, and how off-campus master clinicians rated our candidates on these same SLOs. **Table 14 (a)** *On and Off-Campus Ratings* provides summary statistics while **Table 14 (b)** *On and Off- Campus Ratings* compares average ratings:

Table 14 (a)

On and Off-Campus Ratings (Summary Statistics)

	On-Campus Clinic Three SLO 2: Written Language	Off-Campus Summative (Final) SLO 2 Written Language
Mean	3.98	3.74
Standard Deviation	0.062	0.404
Minimum	3.8	3
Maximum	4	4

|	On-Campus Clinic Three SLO 5: Intervention	Off-Campus Summative (Final) SLO 5: Intervention
Mean	3.96	3.85
Standard Deviation	0.085	0.300
Minimum	3.75	3.00
Maximum	4.00	4.00

Notice that the minimum scores are both lower for the off campus ratings, indicating more variability.

Table 14 (b)

On and Off Campus Ratings (Averages)

On and Off Campus Ratings
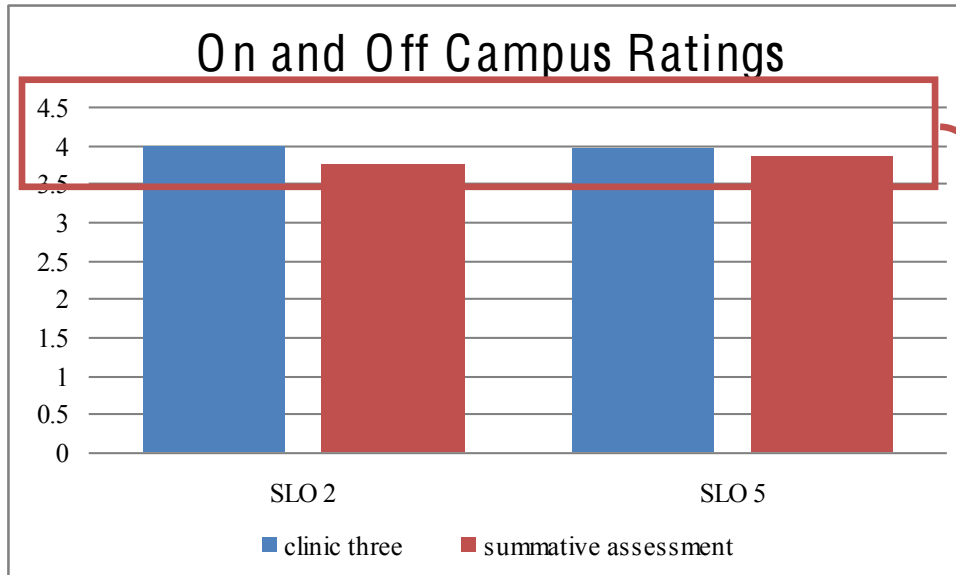
This chart shows that the average ratings off campus were lower.

On and Off Campus Ratings
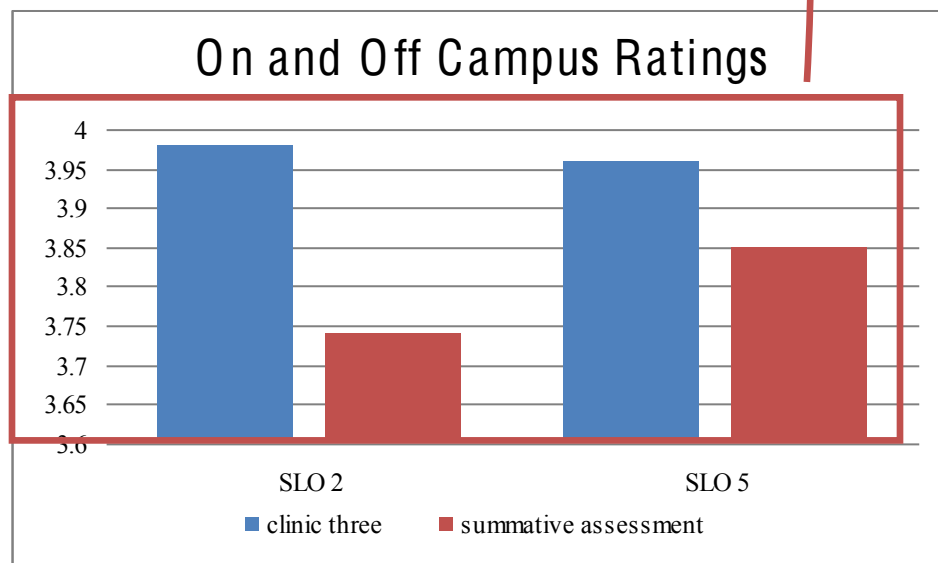
As was concluded in the last reporting cycle (CTC Biennial Report 07-08 and 08-09), Master Clinicians in the public schools rated our candidates slightly lower than our on-campus clinical supervisors.

b. Program Effectiveness 2009-10

The SLPSC Program has chosen two key measures to evaluate program effectiveness, as follows:

   Confidential Survey of Master Clinician in which the Master Clinician evaluates our candidate's student teaching skills and competencies in the public school internship

   Praxis Exam in Speech-Language Pathology regarded by ASHA as "the summative assessment" of professional preparation for our candidates
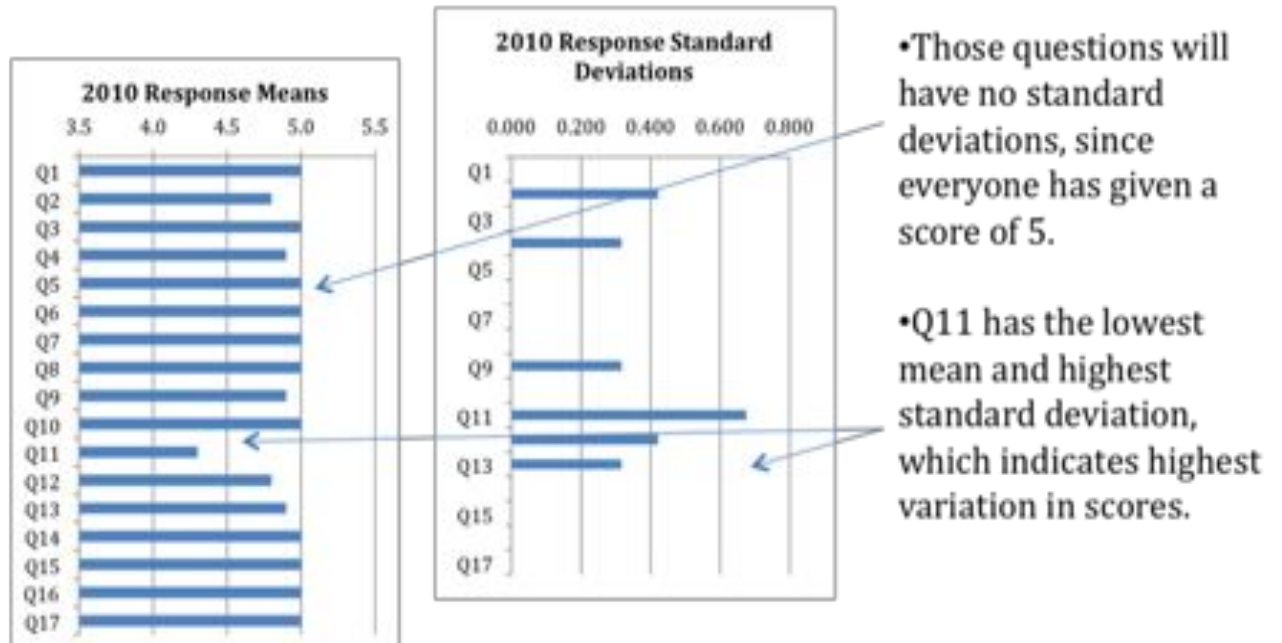
Exit Survey for Program Effectiveness: Confidential Survey of Master Clinician

Master Clinicians are asked to complete the Confidential Survey of Master Clinicians at the conclusion of our candidate's fieldwork experience to evaluate program effectiveness. Responses indicated that on average our students are well prepared across disorders to successfully assume the duties of a speech-language pathologist in the public schools. Data analysis for AY 2009-2010 is presented below: Table 14 presents response means and standard deviations on the survey. Note the high variability of Question 11, which asks master clinicians to rate candidate's knowledge, skills and abilities relative to IEPs. Candidates do not always have direct exposure to the IEP process, often due to the high profile nature of many such IEPs.

Table 15

AY2009-2010 Master Clinician Survey

Master Clinician Survey

• Most questions have reached maximum mean score of 5.

• Those questions will have no standard deviations, since everyone has given a score of 5.

• Q11 has the lowest mean and highest standard deviation, which indicates highest variation in scores.

Exit Exam for Program Effectiveness: Praxis in Speech-Language Pathology Scores

Our candidates are required to take the Praxis Examination in Speech-Language Pathology, an integral component of the ASHA certification standards and also a requirement for their California state licensure, and the Speech-Language Pathology Services Credential. The implementation of the Praxis Examination is considered "summative assessment" by ASHA "a comprehensive examination of learning outcomes at the culmination of the professional preparation". The CD Department has a consistent 100% pass rate history on the Praxis, including the two semesters assessed in this report, as represented in **Table 16**:

Table 16

Praxis Exam in Speech-Language Pathology

Praxis Exam in Speech-Language Pathology		
Semester	n=students	Pass Rate %
Fall 2009	7	100%
Spring 2010	4	100%

Additional information that informs our program of candidate performance and/or program effectiveness includes the three sources described in **Table 16** below. Data on the three measures is then presented.

Table 17

Additional Assessments to Evaluate Candidate Performance and Program Effectiveness

Evaluation Measure	Description	Data Collected	Use
Student Survey of Field Placement Experience	A survey designed to assess the candidate's fieldwork experiences including effectiveness of the Field Service Coordinator, and in particular, the Master Clinician. Submitted at the completion of the program.	Twenty questions elicit specific skills of Master Clinician. Also, gathers information on candidate's satisfaction with placement site and orientation to the program.	Program Effectiveness & Improvement
Candidate **Evaluation of Master Clinician**	A brief survey designed to assess the Master Clinician's expertise at the end point of the candidate's public school internship.	An overall rating of the supervisory skills of the Master Clinician. Candidate indicates whether MC is recommended for future supervision. A section for comments is provided.	Program Effectiveness & Improvement

Student Survey of Field Placement Experience

This candidate survey is collected at the completion of the candidate's program and evaluates the candidate's student teaching experience, including the effectiveness of the Field Service Coordinator and Master Clinician. The survey offers a 1-5 point scale (i.e., "1" indicates "Strongly Disagree" while "5" indicates "Strongly Agree").
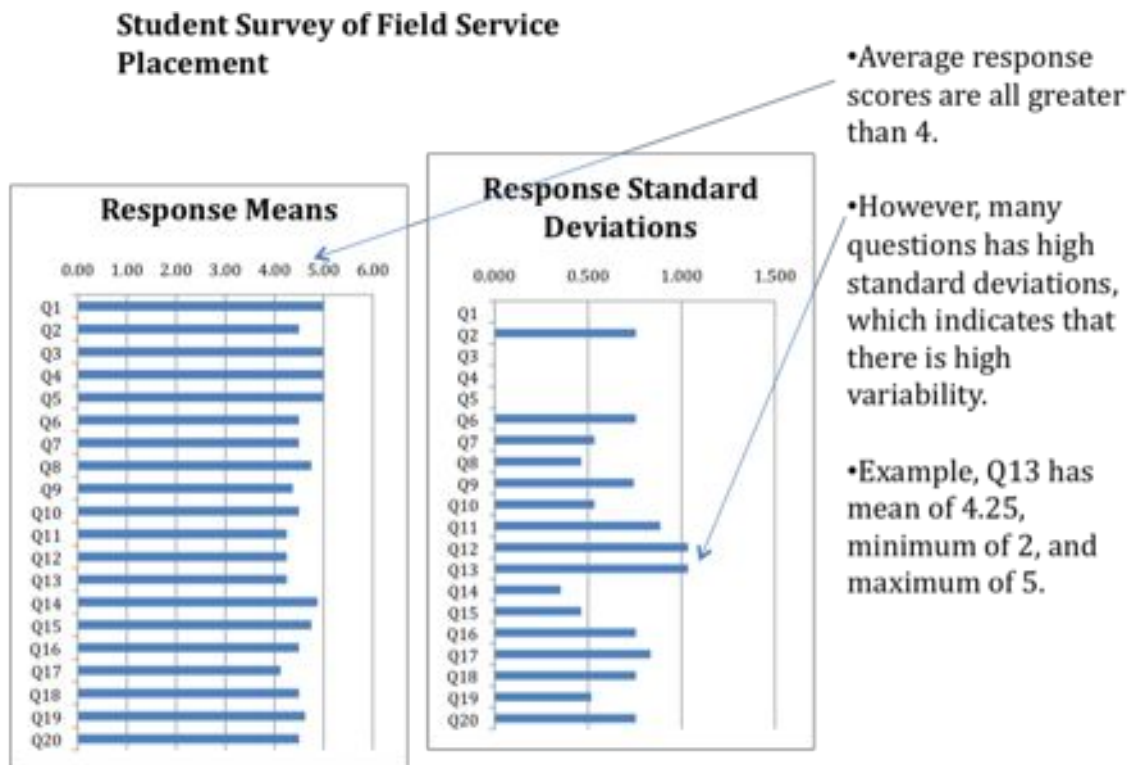
Table 18

Student Survey of Field Service Placement

Student Survey of Field Service Placement

Response Means

Response Standard Deviations

•Average response scores are all greater than 4.

•However, many questions has high standard deviations, which indicates that there is high variability.

•Example, Q13 has mean of 4.25, minimum of 2, and maximum of 5.

Table 18 above indicates that even though averages responses are greater than 4 (4 indicates "Agree") certain questions garnered highly variable responses. In particular, In Question 12 and 13 candidates vary widely in their opinions on whether they are offered the "appropriate level of positive feedback during their learning experience (i.e., Question 12 and also, "appropriate amount of constructive criticism and guidance regarding clinical skill areas I needed to improve" (i.e., Question 13). Candidates value performance feedback.

Candidate Evaluation of Master Clinician

In addition to the twenty (20) question candidate survey, *Student Survey of Field Service Placement*, this is a short survey presented to the program completers to rate their Master Clinician's (MC) in the public schools on a 5 point scale (i.e., 1="Poor "to 5="Exceptional"). Candidates also indicate whether they would recommend that future candidates be placed with the MC (i.e., yes/no). A comments section is included to solicit candidate's opinion of the MC's strengths and limits. Results for this reporting cycle are presented below in **Table 19:**

Table 19

Student Evaluation of Master Clinicians

	RATING SCALE: 1 through 5				
	1=Poor	**2=Fair**	**3=Adequate**	**4=Above Average**	**5=Exceptional**
Fall 2009				**56% (5/9)**	**44% (4/9)**
Spring 2010				**75% (3/4)**	**25% (1/4)**

Table 19 presents data results for two semesters. Our candidates recommended all of their Master Clinicians (MC's) for future student teaching supervision, which reflects an improvement over Fall 2008 where one of 15 MC's was rated as "poor". For this reporting cycle, candidate's comments were all positive, even effusive, when describing their MC's, such as, "*extremely supportive! [name] provided both positive and constructive feedback. Is a "5+++" MC* and, *[name] "is very helpful and excellent with behavioral management"* (i.e., predominantly an autism caseload)

OPTIONAL: You may provide additional information (e.g., other data, copies of letters of support from granting agencies or school staff, etc.) about candidate performance, the student experience or program effectiveness used to inform programmatic decision-making. This may include quantitative and qualitative data sources.

CSULB Communicative Disorders Department's **Advisory Board**	Partnership with greater community comprised of professional and laypersons from Los Angeles and Orange Counties.	Each Fall semester our faculty meets with the Advisory Board to review the CD Department's program policies, procedures, and recommendations for future development.	Program Effectiveness and Improvement

CSULB Communicative Disorders (CD) Department's Advisory Board

The CD Department Advisory Board met in Fall 2009 on October 29th. Nine faculty and staff and eleven board members were in attendance including Barbara Moore (SLP Associates-Private practice), Carole Mills (ABCUSD-SLP Coordinator), Karen Yaghoubian (LBUSD-SpEd Coordinator), Dr. Matthew Duggan (Private practice-Clinical Psychologist), Dr. Lynn Woodruff (Tichenor Orthopedic Clinic for Children-Director), Dr. Joseph Voglund (LBUSD-Audiologist), Beth Lippes-Inabinet (Los Angeles County Department of Education-SLP Coordinator), Dr. Marilyn Crego (CSULB's former UCES-Director-now CCPE), Dr. Troy Hunt (Cypress School District-District Adminstrator), Alaine Ocampo (Providence Speech and Language-Director), Lynn Alba (private practice).

Suggestions included: Candidates should be apprised of the more traditional motor approaches to articulation intervention not just linguistic-based; Federal Stimulus Funding should be pursued to support technology within the department, Dr. Moore offered to allow our undergraduates in her private practice to observe the daily responsibilities of an SLP in a private setting. Positive comments

included our candidate's professionalism and work ethic, their knowledge base in autism ("best educated and trained in ASD of all the programs around here"), and their preparedness overall reliability ("I take many of your interns. They later become great employees!")

2010-11 Student Learning Data

Candidate Performance Data

The SLPSC Program selected the following three SLOs to review for this reporting cycle:

SLO 1: Oral Language-Candidates can implement accurate and appropriate listening and oral communication skills with clients, client's families, clinical supervisors, and with the use of Interpreters.

SLO 2: Written Language-Candidates can write professional clinical reports, research papers, and documentation using organized structure and accurate content.

SLO 4: Intervention-Candidates administer and interpret appropriate measures to diagnose communication disorders.

The SLPSC Program has chosen three comprehensive measures to assess candidate performance over the course of their graduate experience and two key measures to evaluate program effectiveness, as follows:

1) Initial and Terminal Diagnostic Report compares the candidate's progress across the duration of their program in writing pre-professional reports collected then graded via a standardized rubric at entry and exit point of candidates clinical experience (i.e., the first clinic and the final clinic). Progress in SLO 2: Written Language is tracked via candidate's performance on a key signature assignment required in each of the seven clinical practica. Although an explicit measure of SLO #2, and this assignment also measures SLO 4 and 5 and provides an Indirect measure of SLO# 1. (Note: Six clinics if post-Fall 2010 when *CD 669G: Clinical Practice in Audiology* was replaced with *CD 661 Traumatic Brain Injury Across the Lifespan*).

2) CSULB-SMAKS: *Skills Outcome* examined candidate's scores on SLO 1: Oral Language. SLO 2: Written Language, and SLO 3: Evaluation in three of their on-campus clinical practica (I.e., the initial, midway, and final clinic)

3)Evaluation Record: Clinical Practicum compared candidate's scores across all SLOs (i.e., SLO 1-5) and then specifically on SLO 1: Oral Language, SLO 2: Written Language, and SLO 3: Evaluation on their off-campus practicum in the schools. The *Evaluation Record* is scored by the candidate's Master Clinician at two points: the "Formative" or midterm evaluation and the "Summative" or final evaluation of the candidate's internship.

4)Praxis in Speech-Language Pathology, the national exam in SLP revealed that 22 of 23 candidates/examinees received a passing score on the exam. The candidate that did not pass the Praxis (i.e., earned a 580) retook the exam on 11-12-11 and is awaiting results. A passing score is 600.

5) CD 695 the Graduate Research Project was selected as the summative project by all 23 of the AY2010 -11 candidates. Students must achieve at least an 80% to meet the minimum requirement for the course.

Comprehensive Measure 1) Initial and Final Diagnostic Report: On-Campus Clinics

Table 20 (a)

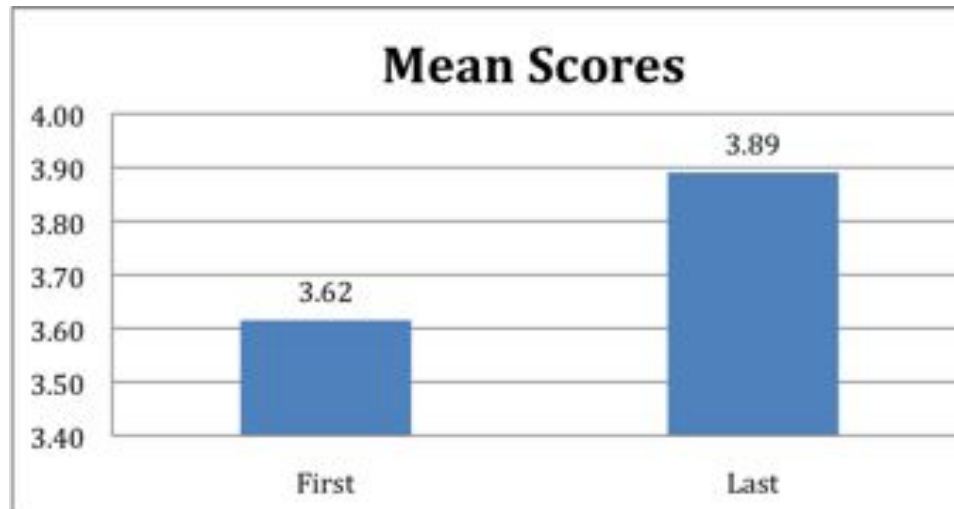*Initial and Final Diagnostic Report: On-Campus Clinics*

Table 20 (a) above shows the mean grades for program completers for Fall 2010-Spring 2011. Further, in Table 20 (b) below you can clearly see that the mean report scores are greater in the last clinic than in the first clinic illustrating that candidates demonstrate improvement in their written language of pre-professional reports.

Table 20 (b)

Initial and Final Diagnostic Report: Paired Samples Test

Initial and Final Diagnostic Report: On-Campus Clinics

Paired Samples Test was done on candidate's first & last diagnostic report score. It was found that last clinic scores were statistically significantly higher than first clinic

Visually you can see that the mean report scores are greater in the last clinic
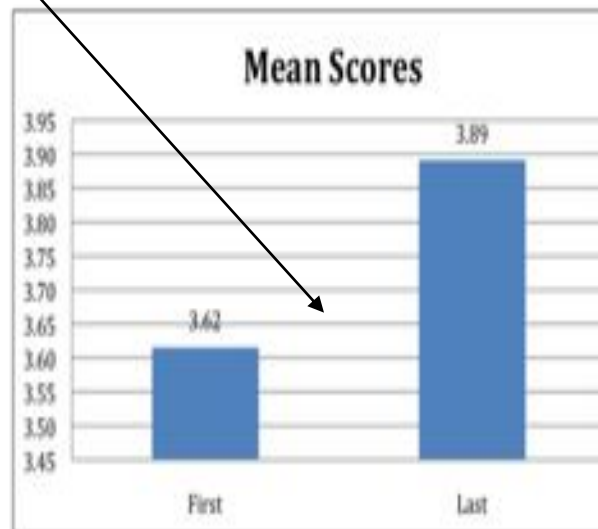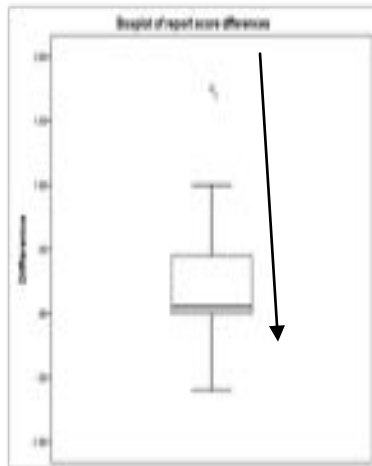
Paired Samples Test

		Paired Differences							
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				Sig. (2-tailed)
		Mean			Lower	Upper	t	df	
Pair 1	Last - First	.24773	.49316	.10514	.02907	.46638	2.356	21	.028

Table 20 (c)

Initial and Final Diagnostic Report: On-Campus Clinics-Standard Deviation of Grades

Standard Deviation of Scores
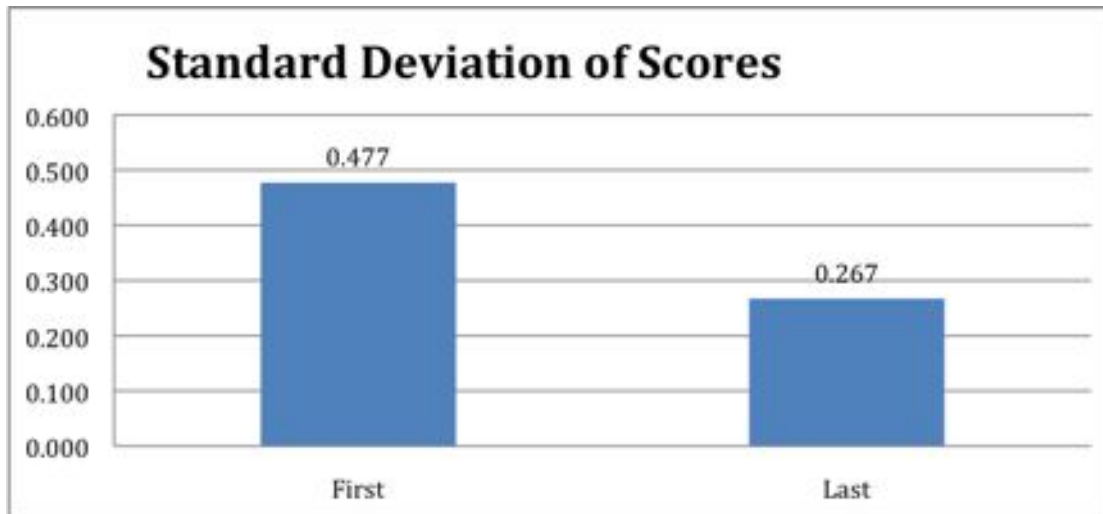
Standard deviation in **Table 20 (c) above** for last scores reported is significantly smaller than first scores reported. Low standard deviation demonstrates that there is smaller variability in the last report scores than in the first report scores.

Table 20 (d)

Initial and Final Diagnostic Report: Statistics

	First	Last
Mean	3.62	3.89
Standard Deviation	0.477	0.267
Minimum	2.25	3
Maximum	4	4

Minimum Value for last scores reported is greater than first scores reported while they have the same maximum values.

Comprehensive Measure 2) CSULB-SMAKS: Skills Outcome

**Candidate Performance: On-Campus Clinical Practicum Scores**

Our candidates are assigned to each of the seven required on-campus graduate clinics in a random order, consequently, we have selected three clinics that represent the chronological progression for each candidate: the initial, middle and final clinic.

Three components of the candidate's performance were selected to monitor progress: a composite score representing oral Language, a composite score representing Written Language and a composite score representing Intervention. All scores are measured on a scale of 0 to 4.

The graphs below **Table 21** show the mean scores of all candidate program completers over two (2) semesters (i.e. Fall 2010-Spring 2011) for SLO 1: Oral Language, SLO 2: the Written Language, and SLO 4: Evaluation of the three clinics selected. Each of the three (3) components improved over the course of the graduate program.

Table 21

Candidate Performance in SLOs: On-Campus Clinics
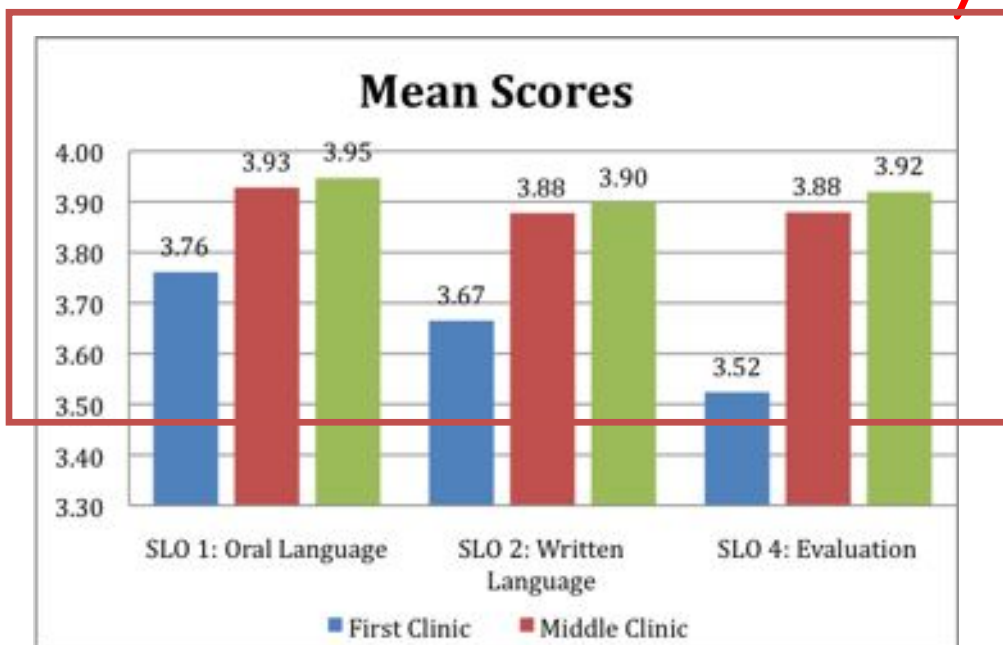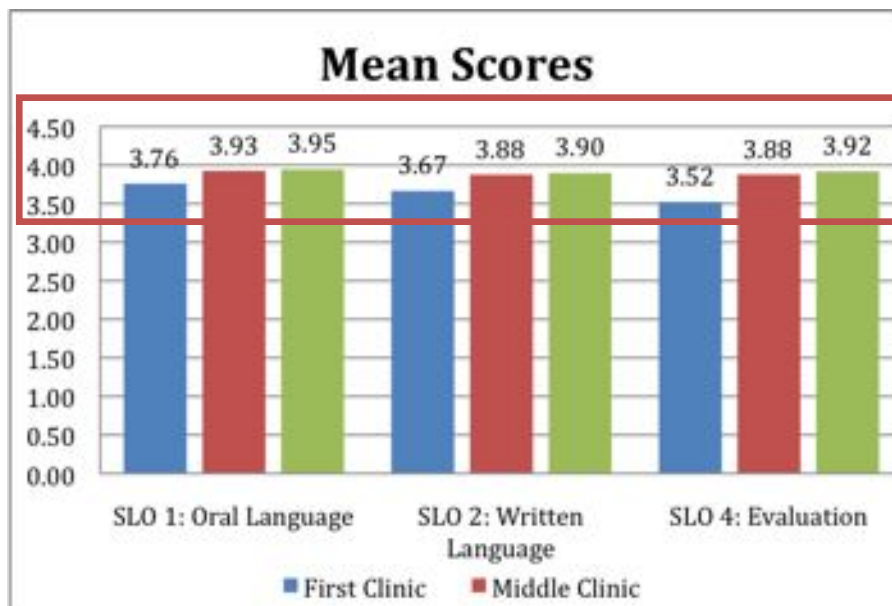
Candidate's performance for SLO1, SLO2 and SLO4 has improved over the course of the graduate program. In addition, the variability in student scores was lower at the end of the program than half way through, as measured by the standard deviation in scores. This indicates that scores were more consistently high among all students by the end of the program. This was true for each of the three (3) performance components (SLO 1: Oral Language, SLO 2: Written Language and SLO 3: Intervention). The standard deviation, along with the mean and other statistical summaries for the three clinics chosen are shown in Table 22 below:

Table 22

Oral SLO1, Writing SLO2 and Evaluation SLO4 Scores in On-Campus Clinics

Descriptives	SLO 1: Oral Language			SLO 2: Written Language			SLO 4: Evaluation		
	First Clinic	Middle Clinic	Last Clinic	First Clinic	Middle Clinic	Last Clinic	First Clinic	Middle Clinic	Last Clinic
Mean	3.76	3.93	3.95	3.67	3.88	3.90	3.52	3.88	3.92
Median	3.90	4.00	4.00	3.83	4.00	4.00	3.64	3.98	4.00
Standard Deviation	0.28	0.13	0.15	0.40	0.27	0.25	0.38	0.22	0.22
Minimum	3.00	3.50	3.38	2.55	3.10	3.00	2.90	3.20	3.10
Maximum	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
Count	23.00	23.00	23.00	23.00	23.00	23.00	23.00	23.00	23.00

Comparing the on-campus data of the first clinic and last clinic, we can see that the candidate's average scores for all three SLOs have increased, and their standard deviations have decreased, which means that most scores are near the mean for the data of last clinic.

Comprehensive Measure 3) Evaluation Record: Clinical Practicum Report: Off-Campus Clinics

Candidate Performance: Off-Campus (in the schools) Practicum Scores

Our candidates are also given two practicum evaluations (i.e., Formative and Summative) by their Master Clinicians in the public school over the course of their training. The first evaluation is given halfway through the program and a second evaluation is given at the end. These evaluations are written in the form of a categorical assessment of the candidates work capabilities (i.e., Independent, Adequate with Support, Emerging, Minimal/Not Begun). The categories are then assigned a numerical value such that:

4.0 = Independent

3.0 = Adequate with Support

2.0 = Emerging

1.0 = Minimal/Not Begun

Table 23 confirms that on average, we observed an increase in Practicum scores from the first practicum evaluation to the second, indicating achieved candidate progress. This increase is seen in the following bar graph. In addition, the standard deviation of Practicum scores across all graduating candidates was lower for the second Practicum, indicating less variation (more consistency) in the scores of all candidates by the time of graduation. The standard deviation, along with the mean and other statistical summaries for both practicum scores are shown in **Table 23 below:**

Table 23

Practicum Candidate Progress (Evaluation Record: Candidate Progress in the Schools)
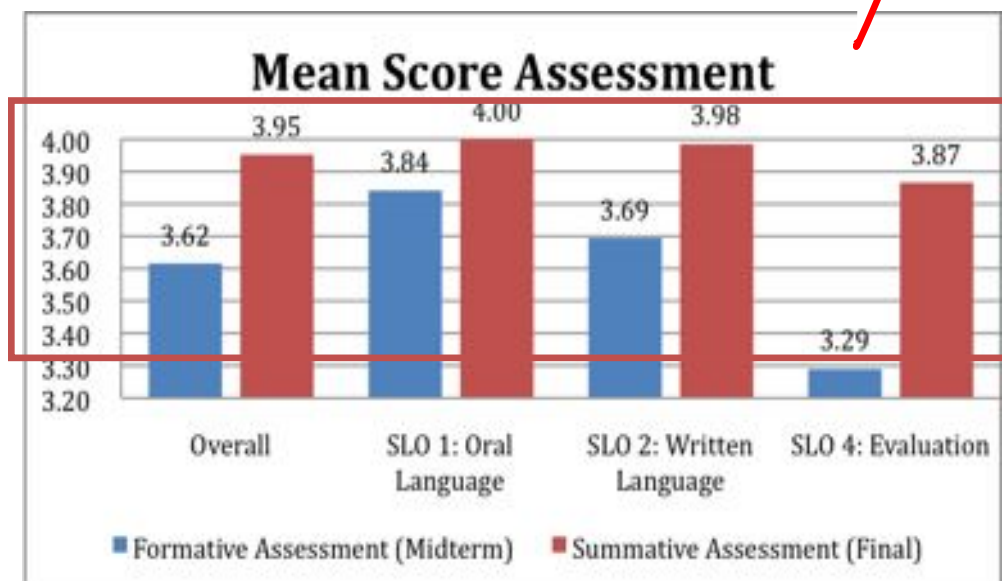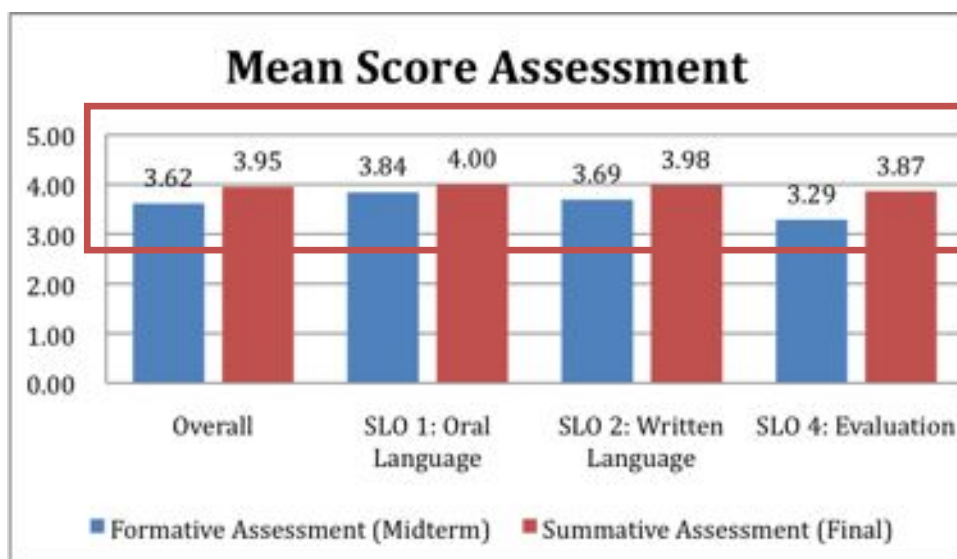
There is improvement from the first practicum evaluation at the midterm in the schools to the second practicum evaluation at the end point of the candidate's internship both in overall scores across all SLOs 1 through 5, and also on each of the three SLOs targeted for the Fall 2010 and Spring 2011 semesters.

Table 24 below provides the overall summary statistics for candidate's progress at the midterm and final evaluation points. Scores were more consistently high at the end of the program than midway for overall scores across the five (5) SLOs and for the three (3) SLOs analyzed for this report indicating development during the semester.

Table 24

Evaluation Record: Candidate Progress Data in the Schools

Descriptives	Clinical Practicum Assessments							
	Formative Assessment (Midterm)	Summative Assessment (Final)	Formative Assessment (Midterm) Oral SLO 1	Formative Assessment (Midterm) Written SLO 2	Formative Assessment (Midterm) Eval SLO 4	Summative Assessment (Final) Oral SLO 1	Summative Assessment (Final) Written SLO 2	Summative Assessment Final Eval SLO 4
Mean	3.62	3.95	3.84	3.69	3.29	4.00	3.98	3.87
Median	3.67	4.00	4.00	4.00	3.20	4.00	4.00	4.00
Standard Deviation	0.44	0.08	0.37	0.68	0.46	0.00	0.07	0.20
Minimum	1.94	3.67	2.50	1.00	2.33	4.00	3.67	3.33
Maximum	4.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
Count	23.00	23.00	23.00	23.00	23.00	23.00	23.00	23.00

Overall, the candidate's average scores in the schools have improved from the first practicum evaluation to the second. With the exception of SLO2: Written minimum scores overall, SLO1: Oral and SLO4: Evaluation on the final were greater than mean scores for the first evaluation.

Exit Exam for Program Effectiveness

Comprehensive Measure 4) Praxis in Speech-Language Pathology Scores

Our candidates are required to take the Praxis Examination in Speech-Language Pathology, an integral component of the ASHA certification standards and also a requirement for the SLPS Credential and state license. The implementation of the Praxis Examination is considered "summative assessment" by ASHA "a comprehensive examination of learning outcomes at the culmination of the professional preparation". The CD Department has a consistently high 100% pass rate history on the Praxis, however, as noted below in Spring 2011, one candidate did not pass on the first attempt. (Note: This particular

candidate has retaken the Praxis but results are unavailable for this reporting cycle.) **Table 25** below includes Fall 1010 and Spring 2011 pass rates:

Table 25

Praxis Exam in Speech-Language Pathology

Praxis Exam in Speech-Language Pathology		
Semester	n=students	Pass Rate %
Fall 2010	11	100%
Spring 2011	12	92%

Comprehensive Measure 5) Summative Assessment for Program Effectiveness: CD 698 Thesis or CD 695: Graduate Research Project or Comprehensive Examinations

Our candidates are required to select one of three options to complete the Master of Arts Program. All twenty-three (23) AY 2010-2011 candidates chose the CD 695: Graduate Research Project option with the following results presented below in **Table 26**:

Table 26

CD 695 Graduate Research Project

CD 695 Graduate Research Project		
Semester	n=students	Mean GPA
Fall 2010	11	3.6
Spring 2011	12	3.9

OPTIONAL: You may provide additional information (e.g., other data, copies of letters of support from granting agencies or school staff, etc.) about candidate performance, the student experience or program effectiveness used to inform programmatic decision-making. This may include quantitative and qualitative data sources.

Additional information that informs our program of candidate performance and/or program effectiveness includes the three sources described in **Table 27** below. Data on the three measures is then presented.

Candidate Evaluation of Master Clinician

This is a short exit survey presented to the program completers that requires candidates to rate their Master Clinician's (MC) in the public schools on a 5 point scale (i.e., 1="Poor" to 5="Exceptional"). Candidates also indicate whether they would recommend that future candidates be placed with the MC (i.e., yes/no). A comments section is included to solicit candidate's opinion of the MC's strengths and limits as a supervisor. Results for this reporting cycle are presented below in **Table 27**:

Table 27

Student Evaluation of Master Clinicians

	RATING SCALE: 1 through 5				
	1=Poor	**2=Fair**	**3=Adequate**	**4=Above Average**	**5=Exceptional**
Fall 2010			7% (1/14)	14% (2/14)	79% (10/14)
Spring 2011				20% (2/10)	80% (8/10)

Table 27 presents data results for two semesters. With the exception of two Master Clinicians. One MC was rated "adequate" but …*was not approachable*", while a second Master Clinician although rated "very good" was considered "difficult"). Our candidates recommended the other twenty-two (22) of their Master Clinicians (MC's) for future student teaching supervision, For this reporting cycle, candidate's comments were all emphatic when describing their MC's, such as, "*excellent supervision, [name]. Is particularly knowledgeable regarding literacy and child language, [name] provided an amazing amount of support and ideas",[name} "set a great examples of collaboration with teachers and other professionals, "and [name] "is phenomenal in her ability to guide me toward greater independence".*

2010-11 Program Effectiveness Data

The new longitudinal data for SLO 2: Written Language is new this reporting cycle and therefore can be reported upon compared to past assessment findings henceforth. The SLOs for this reporting cycle differed from prior years with the exception of Fall 2008; the data are incomparable. Relative to past assessment findings, the following general statements are supported by the data:

- ➢ For both semesters candidates have consistently met and most have exceeded expectations in their seven on-campus clinics and in their off-campus public school internships in all five SLOs as evaluated by their clinical supervisors and master clinicians, respectively.
- ➢ Program completer's average GPA for the summative research project was 3.75.
- ➢ The majority of candidates would recommend that their Master Clinician (s) supervise future candidates (i.e., 79% rated "exceptional" and 14% rated "very good")
- ➢ Candidates maintained a 100% pass rate on the Praxis in Speech-Language Pathology for 3 of 4 semesters in this reporting cycle. Spring 2011 Praxis examinees had a 92% pass rate (i.e., 11 of 12 examinees passed)

Data from past assessment findings **that can be compared** to this reporting cycle includes two measures:

1) **Table 28 (a) and Table 28 (b) below:** Survey data collected over three 3 semesters from school district employees who served as Master Clinicians for candidates via the *Confidential Survey of Master Clinicians*

Table 28 (a)

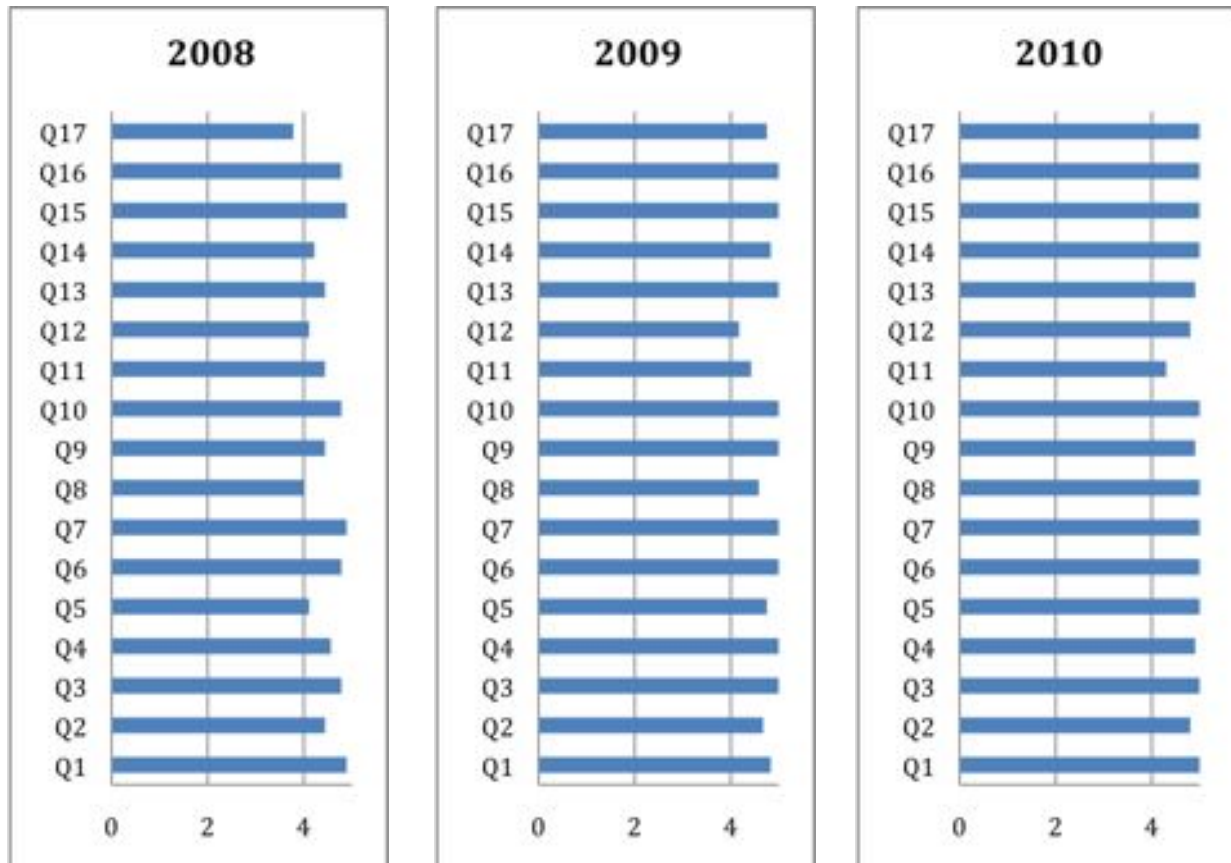*Response Means 2008-2010 on Confidential Survey of Master Clinicians*

Table 28(a) above shows that overall mean scores appear greater in 2010 than in 2009 and 2008. Many Questions have peaked to maximum of score of 5, other are very near score of 5. Q11 is the only question that has not increased from 2009, but Q11 has a high average 4.3.

The standard deviation in **Table 28(b)** below clearly shows the variation in question responses. The variation in the 2010 responses is noticeably less than the variation in the 2008 and 2009 responses. (Note: If a question does not have a bar, then it has a standard deviation of zero (or nearly zero), indicating that all (or nearly all) of the responses were the same.) As you can see that all but six (6) questions has standard deviation of zero because they all (or nearly all) have responded with maximum score of five (5).

Table 28(b)

Response Standard Deviation 2008-2010 on Confidential Survey of Master Clinicians
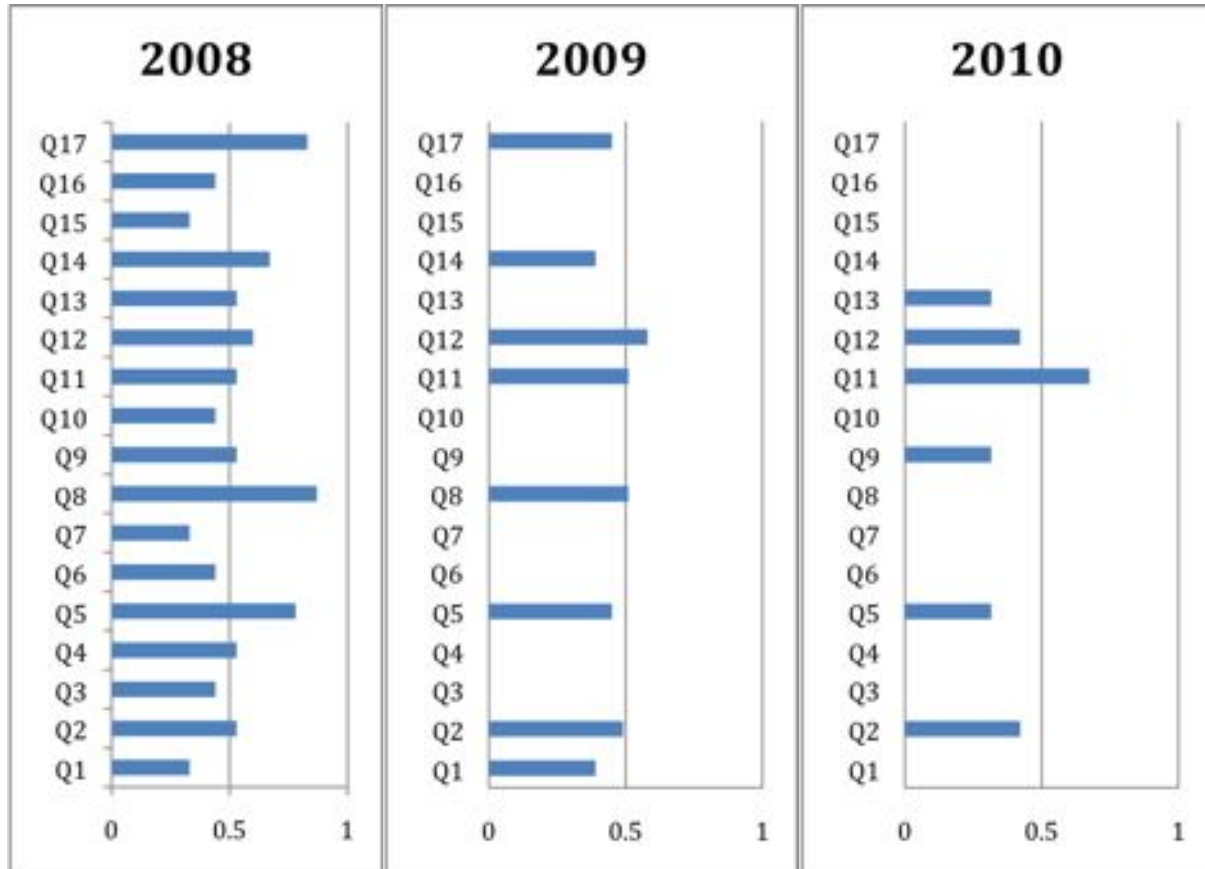
1) **Table 29 (a) and Table 29 (b) below:** The ***Initial and Final Clinical Diagnostic Report***-Statistical data collected for this reporting cycle presents candidate's longitudinal progress in SLO 2: Written Language* from their first clinic to their last clinic. This is a key signature assignment and an important measure of our candidate's progression in writing pre-professional reports. As is illustrated in the tables, our candidates make statistically significant progress in their written language over the 2 ½ years they are in the SLPSC program. Both years present strong overall scores on the last Clinical Diagnostic Report.

Table 29 (a)

Initial and Final Clinical Diagnostic Report: Statistics from Fall 2009 and Spring 2010

	first	last
mean	3.54	3.88
standard Deviation	0.418	0.040
minimum	3.000	3.800
maximum	4.000	3.900

Minimum last report grade is greater than the average for the first report grades.

Table 29 (b)

Initial and Final Clinical Diagnostic Report: Statistics from Fall 2010 and Spring 2011

	First	Last
Mean	3.62	3.89
Standard Deviation	0.477	0.267
Minimum	2.25	3
Maximum	4	4

Minimum Value for last scores reported is greater than first scores reported while they have the same maximum values.

*NOTE: Recall that the *Initial and Final Diagnostic Report* analyzed in Table 29 (a) through 29 (b) is an explicit measure of SLO 2, but also measures SLO 4 and SLO 5 and provides an Indirect measure of SLO 1.

PART III – Analyses and Discussion of Candidate and Program Data

AY 2009-10 and AY 2010-2011 Data Interpretation

An analysis of the data we presented demonstrated the following regarding our **candidate's competence (a)** and our **program effectiveness (b)**

Candidate Assessment Data

Strengths
❖ For the new criterion-level signature assignment for SLO #2 Written Language first collected in AY 2009-2010, a portfolio-type collection of candidate's longitudinal progress in written language across the SLPSC program, clearly indicated that candidate's average clinical diagnostic report grades were higher in the final clinic than the first clinic. A paired samples analysis revealed the final clinic grades were "statistically significantly higher" than the first clinic. Our candidates improve substantially in their written language over the 2-2 ½ years they are in the program.
❖ Over the current 2 year reporting cycle, candidate's scores for SLO 1-Oral Language, SLO 2 Written Language, SLO 4: Evaluation and SLO 5: Intervention in on-campus clinics were more consistently high at the end of the program than midway through, indicating substantive development during the program.
❖ Candidates mean scores in Written Language and Intervention in on-campus clinics increased over the course of the three clinics reported.
❖ On average, the candidate's practicum scores for off-campus field experience in the public schools increased from the first evaluation (Formative) to the second (Summative) indicating candidate progress.
❖ The standard deviation of practicum scores for all candidates off campus was lower for the second practicum indicating more consistency in scores than the first practicum.
❖ Candidates in on-campus clinics and off-campus field experience met but *most exceeded expectation in SLO 1, SLO 2, SLO 4 and SLO # 5, Oral Language, Written Language, Evaluation and Intervention*, respectively.
❖ Master Clinician's written subjective comments were overwhelmingly positive and complimentary of our program.

Areas for Improvement
❖ The analytic rubric for the *Clinical Diagnostic Report* seems to have closed at least some of the gap toward a more reliable assessment of our candidates written language skills. Our "At-Risk" protocol has also been an immediate response for candidates requiring more scaffolding. The

faculty needs to discuss the possibility of adding a "data discussion" segment to monthly faculty meetings to keep assessment in the forefront.

❖ The data collected in this reporting cycle reveals two "solid" years for our candidate's performance; areas for improvement will continue to be a valid topic for our Spring 2012 faculty agenda.

Program Effectiveness

Strengths

❖ The *Confidential Survey of Master Clinician* indicates that ASHA certified and credentialed Master Clinicians in the public schools across grade levels pre-K to high school have a positive impression of our candidates and continue to be generous in their praise of our program.

➢ Data from the NTE *Praxis Examination in Speech-Language Pathology* indicated that candidates maintained a 100% pass rate on the Praxis in Speech-Language Pathology for 3 of 4 semesters in this reporting cycle. Spring 2011 Praxis examinees had a 92% pass rate (i.e., 11 of 12 examinees passed)

❖ The greater community, represented by our program's Advisory Board, is enthusiastic about the level of competence and professionalism our candidates demonstrate in their student teaching to the extent that they seek to employ them.

❖ Our SLPSC program completers rated 100% of their Master Clinicians either "very good" or "exceptional" for this reporting cycle. We seek to place our candidates with strong Master Clinicians and value the opinions of our program completers.

Areas for Improvement

❖ To broaden the scope of our "Program Effectiveness" we need to collect data on our SLPSC program alumnae (Survey is now on-line and ready for Fall 2011 data collection).

❖ To further broaden the scope of our "Program Effectiveness", we need to collect "satisfaction" data from employers who hire our program completers. (Ready for data collection Spring 2012)

❖ As a faculty, to be inclusive of all aspects of the CTC Standards, we must improve our graduate coursework syllabi to fully delineate *the how and where* of the concepts not aligned to ASHA standards are addressed in the curriculum.

Part IV - Use of Assessment Results to Improve Candidate and Program Performance

2011-2012 Actions To Be Taken

	Action or Proposed Changes	Person (s) Responsible	Timeline	Program and Common Standards
1	The SLPSC Program will require that all appropriate graduate coursework syllabi will clearly delineate how and where in our curriculum the California SLP standards are addressed when not aligned with ASHA standards or reflective of identified concepts necessary to meet standards.	All Teaching Faculty	Beginning Spring 2012	Program Standards 1-8 and SLP Standards 2, 4-8
2	For SLO # 2: Written Language-Provide a collection of exemplars for graduate students to access that profiles "Clinical Diagnostic Reports" determined by all clinical supervisors on the *CD 669 A-L: Writing Rubric* to be reflective of a level 4 (highest score).	Clinic Director All Clinical Supervisors	Fall 2012	SLO 2 ASHA IV-B ASHA IV-G
3	Affirm that student clinicians are fully apprised of the expectations for the signature assignment, the "Clinical Diagnostic Report".	All Clinical Supervisors	Spring 2011	SLO 1-5 ASHA IV-B ASHA IV-G
4	Further refine the graduate manual for SLP Service Credential Program candidates with the goal of providing clear guidelines relative to paperwork, timelines, paid and unpaid internships, supervisory requirements, and agencies involved in certification and licensing. (To be available on the CD Department	M. Powers-Lundvall With Faculty feedback	Winter 2012	SLO 1-5 ASHA IV-B ASHA IV-G SLP Standards 2, 4-8
5	Utilize the newly created Alumnae Survey and Employer's Satisfaction Survey on Survey Monkey	Field Service Coordinator	End of Fall 2011	All Standards ASHA IV-B ASHA IV-G
6	Propose to faculty the creation of a new off-campus evaluation for program candidates that better captures the expectations in the public schools. (ASHA and CTC SLP Standards do not fully align.)	All Full-Time Faculty	Summer 2011	Program Standards 1-8 and SLP Standards 2, 4-8
7	Propose to faculty an open critique of the survey questions in the Confidential Survey of Master Clinician with the goal of garnering more informative evaluation of program effectiveness.	All Faculty	Spring 2012 Faculty Meetings	SLOs 1-5 ASHA IV-B ASHA IV-G
8	Clinical Diagnostic Report Rubric: Discuss redistribution of percentages from 25% for each of the four areas to greater percentage weight in areas of content and analysis.	All Faculty	Spring 2012 Faculty Retreat	SLO 1-5 AHSA IV-B ASHA IV-G